ED 452 340 AA 001 333

Resources in Education (RIE). Volume 36, Number 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 452 341 CE 078 924

Lasonen, Johanna L.
Entrepreneurship and Self-Employment Training in Technical and Vocational Education.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Berlin (Germany). International Project on Technical and Vocational Education (UNEVOC).
PUB DATE- 99
NOTE- 19p.; Keynote statements at Lifelong Learning and Training: A Bridge to the Future, International Congress on Technical and Vocational Education (2nd, Seoul, Republic of Korea, April 26-30, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adjustment (to Environment); Business Education; Change Strategies; Comparative Analysis; Definitions; Delivery Systems; *Education Work Relationship; Educational Change; Educational Environment; Educational Finance; *Educational Needs; Educational Policy; *Educational Trends; Employed Women; Employment Patterns; Employment Problems; *Entrepreneurship; Financial Support; Foreign Countries; Futures (of Society); Learning Theories; Lifelong Learning; Needs Assessment; Policy Formation; Postsecondary

Demonstration Programs; *Distance Education; High School Equivalency Programs; Models; Nontraditional Education; Outcomes of Education; Professional Development; Secondary Education; *Staff Development; State Programs; *Telecommunications; *Youth Programs
IDENTIFIERS- *Florida; General Educational Development Tests; Test of Adult Basic Education

The Florida Department of Corrections Distance Learning Program consists of the Corrections Distance Learning Network; offender programming; staff development; and the Agency Strategic Plan. The Corrections Distance Learning Network offers academic, vocational training, and life management skills programs for offenders and staff development and training programs for employees in 48 sites in correctional institutions, regional probation and parole offices, and alternate sites. There are seven two-way conferencing sites. Students in the Model Distance Learning Classroom Project have shown gains in Test for Adult Basic Education scores, and the success rate of students acquiring their GEDs increased. The Lancaster Correctional Institution has piloted SAFETY-NET (Systems Applications For Educating Troubled Youth Network), a technology-based network funded by a Star School Grant. Staff development includes the Distance Learning Applications in Corrections Project that enables employees to take classes toward earning an associate, baccalaureate, or graduate degree. Possibilities to expand or optimize the Corrections Distance Learning Network include use of Florida Department of Education-licensed programs, Intranet, coordination of broadcast with educational programming, and two-way videoconferencing. (Thirty notes are appended.) (YLB)

ED 452 358 CE 081 616

Nutter, Patricia
The Writing's on the Wall: Implementing a Municipal Workforce Literacy Program: An Organizer's Guide.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF[illegible]C02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Community Coordination; *Community Programs; Demonstration Programs; Developed Nations; Foreign Countries; Guides; Literacy Education; Local Government; *Municipalities; *Needs Assessment; Program Development; Program Evaluation; Program Implementation; Reading Improvement; *Unions; Urban Areas; *Workplace Literacy; Writing Improvement

This manual is intended for municipal managers, union representatives, and others interested in establishing workforce literacy programs (WFLPs). Content is based on the experience of five Canadian municipalities where WFLPs were established. Chapter 1 addresses the challenge for municipalities to manage change in the workplace and provides a checklist to help determine whether it is time to consider a WFLP. Chapter 2 highlights the 12 principles that help ensure that the WFLP meets the needs of all stakeholders in the municipal government operation. Chapter 3 describes methods to create commitment to the WFLP. Chapter 4 focuses on planning and implementing the WFLP. Chapter 5 discusses evaluation and relationships are as follows: (1) the Gulf Coast Process Technology Alliance; (2) the Prosser School of Technology Heavy Equipment Operation Program; and (3) the Partnership for America's Future, Inc. All three examples involve multiple employers and educational institutions, provide applied learning opportunities, and offer valuable lessons about the following aspects of school-business partnerships: (1) planning and development; (2) implementation and management; (3) monitoring and evaluation; and (4) planning for the future. CTE educators can take the following steps to establish and maintain effective partnerships: (1) develop the partnership on the basis of mutual needs; (2) if possible, work with multiple employers; (3) involve all stakeholders; and (4) be sensitive to business culture. (Contains 11 references.) (MN)

ED 452 375   CE 081 642

Wonacott, Michael E.
Secondary Career Development Interventions. In Brief: Fast Facts for Policy and Practice No. 13.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Apprenticeships; *Career Counseling; *Career Development; Career Education; Career Information Systems; Classroom Techniques; Computer Uses in Education; *Counseling Techniques; Counselor Client Relationship; *Education Work Relationship; Educational Research; Experiential Learning; Internship Programs; *Intervention; Mentors; Models; Program Effectiveness; School Business Relationship; Secondary Education; Social Development; Teacher Student Relationship; Theory Practice Relationship; *Work Experience Programs
IDENTIFIERS- Career Days; Career Passports; Computer Assisted Career Guidance; Job Fairs; Job Shadowing; School Based Enterprises; Youth Apprenticeship Projects

Dykeman and colleagues developed a taxonomy of career development interventions used in United States secondary schools that can help career and technical education (CTE) practitioners evaluate and improve the effectiveness of guidance programs. The interventions include introductory, advising, curriculum-based, and work-based interventions. Introductory interventions awaken students' interest in their own personal and professional growth and are typically adult-controlled, active (hands-on), group activities conducted in school and lasting 2 weeks or less. Introductory interventions include career days, career fairs, and guidance lessons on personal/social development. Advising interventions are designed to give students direction, help them resolve barriers, and help them formulate and sustain plans for their future. Advising interventions can include academic and career counseling, career-focused parent/student conferences, career peer advising/tutoring, career maps, career maturity and interest assessment, Career Passports, and computer-assisted career guidance. Curriculum-based activities are designed to promote core student knowledge and skills. They include career information infused into the curriculum, CTE courses, tech prep, and school-based enterprises. Work-based interventions promote student knowledge and help motivate students through activities involving with worksites. Work-based interventions include youth apprenticeship, mentoring, job shadowing, and

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; Adult Education; *Computer Mediated Communication; Counseling; *Cross Cultural Training; *Cultural Awareness; Cultural Differences; Decision Support Systems; Distance Education; Intergroup Education; International Relations; *Management Development; Mentors; Models
IDENTIFIERS- *Expatriates

Expatriate managers, especially United States managers working in foreign countries, experience very high failure rates. Costs of these expatriate management failures are very high for the managers, who report personal relationship problems and a fear of career derailment, and for their companies, in terms of opportunity and hard costs. This four-phase training model for expatriate managers has been proposed: a self awareness phase to provide trainees with insight into their receptiveness and propensity for successful cross-cultural assignments; a general awareness of cultural differences phase to provide insight into how cultures differ on various dimensions; a specific knowledge acquisition phase (area studies, language studies, and host attitude awareness); and a specific skills training phase that emphasizes application and practice of skills necessary to succeed in the foreign culture. A model of expatriate manager assessment and development includes these seven steps: assessment; individualized learning agreement; pre-departure training and orientation; E-support during foreign assignment, a critical step that includes E-learning, E-mentoring, and E-counseling; periodic re-assessment; learning agreement revisions; and ongoing E-support. A comprehensive expatriate support system should include the manager, spouse, dependents, and host-country sponsor, with E-support provided for all four stakeholders. (Contains 20 references.) (YLB)

ED 452 392 CE 081 661

Moving from Welfare to Work: The Experiences of Refugee Women in Illinois.
PUB DATE- 99
NOTE- 33p.; A joint project with the Illinois Refugee Social Services Consortium.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adults; Day Care; Employed Women; *Employment Potential; Employment Services; *Females; Job Training; *Limited English Speaking; Low Income; *Refugees; Salary Wage Differentials; State Surveys; Surveys; Wages; *Welfare Recipients; Welfare Services
IDENTIFIERS- Illinois; *Welfare Reform

A study conducted a questionnaire survey of 70 refugee women in Illinois and 2 service provider focus groups to assess the effects of welfare changes on refugee women and to identify barriers to workforce participation. Survey findings were that refugee women in the workforce are concentrated in low-wage jobs and do not earn enough income to move completely off welfare; 54 percent of working refugee women receive no benefits from their employers; limited English proficiency is a major barrier to workforce participation and long-term economic self-sufficiency; level of education alone is not a clear determinant of employability; and refugee women need information on child-care subsidy and more time to prepare for employment. Focus group findings were that ongoing education

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Age Discrimination; Collective Bargaining; Comparative Analysis; Coordination; Corporations; Cultural Differences; Economic Change; Economic Climate; Economic Development; *Economic Factors; Educational Attainment; Employed Women; Employment Opportunities; Employment Patterns; *Employment Practices; *Equal Opportunities (Jobs); Financial Policy; Foreign Countries; Human Capital; *Institutional Role; Job Performance; *Labor Market; Labor Relations; Macroeconomics; Professional Associations; *Public Policy; Sex Fairness; Social Discrimination; Social Environment; Social Isolation; Unemployment; Unions; Vocational Education; Working Hours
IDENTIFIERS- *Europe

This book contains five papers on the role of institutions in changing labor markets in Europe. "Introduction" (Peter Auer) explores the following topics: institutions and labor market forces; macroeconomic policy; redistribution of working times; equality of opportunity; and industrial relations and social dialogue. "Small-Economy Macroeconomics" (Ronald Schettkat) discusses monetary and fiscal policies aimed at achieving stability, economic growth, and unemployment. "Working Time: From Redistribution to Modernization" (Gerhard Bosch) considers the following topics: working time in Austria, Denmark, Ireland, and the Netherlands; causes of variations in national working time profiles; and work sharing, employment policy, and work organization. "Equal Opportunities and Employment Policy" (Jill Rubery) addresses the following topics: an equality perspective on employment performance in Organization for Economic Cooperation and Development countries; employment performance from a gender equality perspective; equal opportunities by age and education; social equality and social exclusion; and equality, employment performance, and employment practices. "Industrial Relations and Social Dialogue" (Jelle Visser) examines the following topics: the European mosaic of persistent diversity; trade unions and employers' associations as means of collective representation; patterns of collective bargaining and coordination; bipartite and tripartite national institutions and corporatism; and the role of social dialogue and social learning. One hundred two tables/figures/boxes are included. Most papers include substantial bibliographies. (MN)

ED 452 409   CE 081 692

Banovetz, James M., Ed.
Illinois Adult Literacy Failing the Workforce: Alternative Solution Needed. Policy Profiles.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Literacy; Adult Programs; Change Strategies; Competence; *Education Work Relationship; *Educational Improvement; Educational Legislation; *Educational Needs; Educational Objectives; Educational Opportunities; Educational Policy; *Educational Quality; Elementary Secondary Education; Employment Qualifications; English (Second Language); Federal Legislation; Functional Literacy; Labor Force Development; *Literacy Education; Needs Assessment; Numeracy; Outcomes of Education;

PUB DATE- 98
NOTE- 36p.; Products of "Learning Capacities in the Community and Workplace: An Action Research Project". Project coordinators were Karen Lior and D'Arcy Martin. Two related videos not available from ERIC. Also funded by New Approaches to Lifelong Learning Network, Ontario Institute for Studies in Education and the JUMP Project, British Columbia.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Students; Adults; Check Lists; Continuing Education; Evaluation Methods; *Experiential Learning; Foreign Countries; Informal Education; *Lifelong Learning; Nontraditional Education; Postsecondary Education; *Prior Learning; *Self Evaluation (Individuals); Skill Development; *Skills; Student Educational Objectives; *Student Experience
IDENTIFIERS- Canada

This Skills and Knowledge Profile is designed to help adults identify the wide range of skills and experience they have and give themselves credit for what they have learned outside school. It can be used for training and education programs, education proposals, and for self-assessment. Using checklists, short-answer formats, and line drawings, the profile leads readers to evaluate themselves in the following five areas: (1) personal information; (2) courses or workshops taken; (3) personal informal learning through family work, volunteer work, recreational activities and hobbies, and major life events; (4) job-related informal learning; and (5) future learning plans. The Coach's Manual provides guidance for helping a reader fill out the profile. A list of four references and seven Canadian contacts completes the document. (KC)

ED 452 422 CE 081 713

Bartik, Timothy J.
Solving the Many Problems with Inner City Jobs. Staff Working Papers.
PUB DATE- 00
NOTE- 15p.; Comments made on the issue area "Competitiveness: Economic Development and Workforce Strategies" part of the "Bridging the Divide" conference (Washington, DC, December 13-14, 1999); http://www.huduser.org/publications/pdf/brd/10BtDSummary.pdf. Research supported in part by the Russell Sage Foundation, the Rockefeller Foundation and the Department of Housing and Urban Development (HUD).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Community Development; *Economic Development; Economic Factors; Economic Impact; *Economically Disadvantaged; Employment Opportunities; Futures (of Society); Incentives; *Inner City; Interpersonal Competence; *Job Development; Job Skills; *Job Training; Needs; Policy Formation; Poverty; Poverty Areas; Public Agencies; *Public Policy; Structural Unemployment; Wages

Inner-city business development is often proposed as a solution to inner-city poverty. However, research evidence suggests that creating new jobs in the inner city is unlikely by itself to easier in countries where forestry work is considered skilled labor than in those countries where it is considered unskilled labor. (MN)

ED 452 438 CE 081 757

Phare Special Preparatory Programme for the European Social Fund: A Composite Report on the National, Supplementary and Local Seminars.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Employment and Social Affairs.
PUB DATE- 00
NOTE- 44p.; Third in a series of reports produced under the Phare Special Preparatory Programme for the European Social Fund (SPP/ESF). For an earlier report, see ED 437 508.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Curriculum Development; Delivery Systems; Educational Change; Educational Cooperation; *Educational Needs; Educational Policy; Financial Support; Foreign Countries; Information Dissemination; International Cooperation; *International Educational Exchange; Labor Force Development; National Programs; *Needs Assessment; Policy Formation; Postsecondary Education; Program Descriptions; Program Implementation; Secondary Education; *Seminars; Strategic Planning; Technical Assistance; *Vocational Education
IDENTIFIERS- *Europe; *European Social Fund

This document reports on phases 2 and 3 of the Phare Special Preparatory Programme for the European Social Fund (SPP-ESF), which involved national, supplementary, and local seminars to assess the following countries' needs for assistance from the ESF: Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, the Slovak Republic, and Slovenia. Sections 1-4 contain a brief overview of the Phare SPP-ESF program and the purposes and key activities of the various seminars. Section 5 reports on the national training institutes, which continued to consolidate their position as promoters of training for the ESF through the following activities: contributing to development of a policy framework for ESF preparations; developing a National Training Plan designed to meet the training needs of the public administration for ESF; developing curricula; and disseminating information on the ESF. The remaining half of the report presents an overview of the main findings arising from the national and local seminars, which concerned the following issues: strategic considerations; the institutional framework of vocational education; the means to effect change; and the place of human resources development. Approximately 70% of this document is devoted to reports on the national and supplementary seminars held in the 10 project countries. (MN)

ED 452 439 CE 081 759

Jurich, Sonia; Estes, Steve
Raising Academic Achievement: A Study of 20 Successful Programs.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, NY.
PUB DATE- 00
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

part of child health; (2) integrating family- and child-centered mental health services into all systems that serve children and families; (3) incorporating perspectives of children, youth, and families in development of mental healthcare planning; and (4) developing a public-private health infrastructure. Action steps are presented to help reach these goals. Conference proceedings are reported from the Surgeon General's Conference for developing a national action agenda. Summary statements are included from the speakers and discussants at the conference. Panel 1 discussed identifying, recognizing, and referring children with mental health needs. Panel 2 reviewed health service disparities. Panel 3 presented state of the evidence on treatments, services, financing, and systems of care. Appended is a "Policy Brief." (JDM)

ED 452 460   CG 030 879

Habicht, Manuela H.
Psychodynamic Supervision = Improvement of Clinical Practice or Risk Management Tool.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Australian Defence Forces Training Support Element Conference (March, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Effectiveness; *Counselor Training; Helping Relationship; Identification (Psychology); Psychotherapy; Risk Management; *Supervision; *Supervisor Supervisee Relationship; *Theory Practice Relationship
IDENTIFIERS- Parallel Processes

This document provides an introduction to supervision as a psychodynamic psychotherapy training method. The theoretical orientation of supervisor and supervisee, as well as the style of the supervisor are reviewed. The concept of parallel process in supervision and its importance for parallels between psychodynamic therapy and psychodynamic supervision are explained. A comprehensive review is provided of the theoretical constructs and of some empirical studies regarding the existence of parallel process in supervision. It points out that supervision and dynamic psychotherapy are helping processes, which require the involvement of the self and rely heavily on a multiple identificatory process to achieve effectiveness. Recommendations are provided for the facilitative application of the parallel process in supervision of therapists. The role of supervision as a risk management tool is emphasized. Further research into the effectiveness of supervision is necessary and should be accompanied by the development of appropriate supervisory programs to raise awareness of the problems that arise during the supervision process. (JDM)

ED 452 461   CG 030 880

Edlger, Marlow
Inservice Education and the School Counselor.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Expectation; Higher Education; *Influences; *Paying for College; Predictor Variables; Socioeconomic Status; *Student Characteristics; *Student Financial Aid
IDENTIFIERS- National Education Longitudinal Study 1988

This study used data from the National Education Longitudinal Study (NELS) to look at the influences on choice of college for students who applied for financial aid and those who did not apply. Logistic regression was used to assess how background characteristics, academic predictors, and expectations were related to the selection of a four-year college. The results suggest that application for financial aid is associated with a greater likelihood that a student will attend a four-year college. Most of the predictors examined influence the selection in a similar way. The findings also indicated that student aid does facilitate choice in the college selection process and does to some degree mitigate for lower SES and lack of college savings. Further research needs to take a closer look at differences in SES, the composition of the financial aid award, and other resources available to the student. (Contains 3 tables and 12 references.) (JDM)

ED 452 483 CG 030 929

Smith, Sally A.
"What We Are and What We're Not": Early Adolescent Girls Negotiate Their Identities through Talk about Text.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Conference of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Dating (Social); *Females; *Grade 6; *Identification (Psychology); *Literature; Middle School Students; Middle Schools; Peer Relationship; *Self Concept; *Sexual Identity
IDENTIFIERS- Book Clubs; Romance; *Vicarious Participation

This paper investigates how a group of sixth grade girls thought about their own agency at a transitional period in their lives, when reading books with strong, independent, realistic female characters. The girls vicariously explored agency as they compared their lives and possibilities with those of novel characteristics. Each of the four novels read provided exploration of their own possibilities, identification with the main character, and explorations of the elements of romance and attraction. The data gathered from conversations with the girls suggest that as adolescent girls struggle to negotiate their identities in the world, their environments need to be structured to provide them with experiences and opportunities that enable them to understand, engage, and potentially transform what limits and harms them. The discussion group provided one possible context for engagement and understanding. The selection of novels with female protagonists allowed these readers to actively position themselves as readers who could explore their questions and emotions to identify with the heroine. Data from the sixth grade girls' after school book club add to a body of research that strongly suggests the importance of providing literature transactions for early adolescent girls that will engage their complex reading

Hamel, Fred L.
Negotiating Literacy and Literary Understanding: Three English Teachers Thinking about Their Students Reading Literature.
PUB DATE- 01
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Instruction; *English Teachers; High School Students; High Schools; Interviews; *Literacy; Naturalistic Observation; *Teacher Expectations of Students; *Teacher Response
IDENTIFIERS- Purpose (Reading); Reflective Inquiry; *Response to Literature; Teacher Knowledge; *Teaching Perspectives; Teaching Research

In separate interviews, Andrew, Ellen, and Caroline, English teachers from the same high school, each pause thoughtfully when asked about how their students respond to literature. Each day, they work carefully with scores of students--organizing lessons, reading together, observing and assessing student work. A study sought to place teachers' conceptions of student understanding more firmly into the discourse of English education, particularly in discussions of teacher knowledge and teacher learning. Three questions guided the original study: (1) How do English teachers conceptualize student thinking and understanding in relation to literature? (2) What sources influence their thinking about students' literary responses? and (3) How do such conceptions of student literary understanding shape or guide instructional planning? The focus was on a limited dimension of the teachers' responses--namely how conceptions of literacy shaped teacher thinking about student literary response. Data were collected through four semi-structured interviews with each teacher and classroom observation. The three teachers showed an intense concern about student reading ability, but they held differing views of reading. Andrew's and Caroline's views reflected skills-based research models which focus on observable responses, while Ellen's concerns, which emphasize metacognitive awareness in responding to texts, echoed the cognitively-oriented research of the last 3 decades. Findings suggest that English department colleagues harbor diverse orientations toward "reading," and that such conceptions of student reading may play a significant role in instructional planning with literature--leading teachers to emphasize different modes of response in students' early encounters with literature. (Contains 6 notes and 53 references.) (NKA)

ED 452 506 CS 014 370

Adachi, Sachiko
The Growing Trend of Reading Movements in Japan: Animacion a la Lectura, Ten-Minutes Reading in the Morning, and Reading Aloud by Parents.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the International Reading Association (46th, New Orleans, LA, April 29-May 4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches,

Symbols, and Sight Words in Action; (6) Minilessons for Guided Reading and Literature Discussion; (7) Independent Reading: Personalizing the Learning in Books I Choose Myself; (8) Informational Text: Strategies for Success in All Content Areas; and (9) Writing: Collecting My Thoughts, Telling My Stories, Moving Forward as a Writer. Contains many reproducibles and a 71-item bibliography. (NKA)

ED 452 525 CS 217 347

Harp, Bill
The Handbook of Literacy Assessment and Evaluation. Second Edition.
PUB DATE- 00
NOTE- 337p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Evaluation Methods; *Literacy; *Reading Achievement; *Student Evaluation; Teacher Made Tests; Test Reviews; *Writing Achievement

This handbook gives teachers, reading specialists, administrators, or students concise, up-to-date information on the most popular assessment and evaluation tools in literacy. This second edition retains many of the tools reviewed in the first edition and adds 12 new tools. The first section reviews 24 tools that are teacher-made. The second section reviews 31 published assessment and evaluation tools, and each review describes the nature of the tool, details the ways the tool can be used to inform instruction, discusses advantages and disadvantages of the tool, and lists sources of information about the tool. Appendixes contain checklists and "portraits" (descriptions of various developmental stages) of readers and writers; key outcomes for writing; a checklist for student reading comprehension; and a 29-item glossary. (RS)

ED 452 526 CS 217 348

Hill, Bonnie Campbell; Noe, Katherine L. Schlick; Johnson, Nancy J.
Literature Circles Resource Guide: Teaching Suggestions, Forms, Sample Book Lists and Database with CD-ROM .
PUB DATE- 01
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Class Activities; Classroom Techniques; Elementary Secondary Education; Learning Activities; *Literature Appreciation
IDENTIFIERS- *Literature Circles; *Response to Literature

This guide provides the practical support teachers need to make literature circles succeed. The information provided in the guide should answer the kinds of questions teachers ask colleagues about implementing literature circles. It is not intended to stand alone. It is designed to supplement and extend two professional books on literature circles: "Getting Started with Literature Circles" (Katherine L. Schlick Noe and Nancy J. Johnson, 1999) and "Literature Circles and Response" newspaper headlines, on confrontational television shows, in court rooms, and in school yards across the country. An alternative is to teach the skills of conflict resolution. This paper presents a sequence of six classroom exercises leading to a writing assignment in which students are asked to mediate in the resolution of a conflict instead of arguing "persuasively" for one side. (EF)

ED 452 546   CS 217 510

Brasacchio, Tiffany; Kuhn, Bonnie; Martin, Stephanie
How Does Encouragement of Invented Spelling Influence Conventional Spelling Development?
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childrens Writing; Comparative Analysis; Grade 1; Instructional Effectiveness; *Invented Spelling; Primary Education; *Spelling Instruction

A study determined the impact encouragement of invented spelling has on a child's writing through a comparison of writing samples produced by children encouraged to use invented spelling with writing samples by children encouraged to use conventional spelling. Three first grade classes participated in this study, two of which are located in suburban school districts and one in a rural school district. Class sizes ranged from 15 to 25 students, and the children were all between the ages of 6 and 7. In each of the three classrooms, the teacher implemented the same scripted lesson which encouraged the use of invented spelling. The teachers then implemented a second lesson that required a similar writing task; however, during this lesson the children were strongly encouraged to spell words correctly (conventional spelling). During these lessons the teachers observed the children's spelling techniques and asked some children to talk about the strategies they used to spell the words. Upon collecting all the writing samples, each teacher counted the number of words written as well as how many words were spelled correctly. The results indicated that encouragement of invented spelling does not impact students' abilities to spell more words correctly. Yet, it does appear to allow students to express themselves more freely by using more words in their writing. Contains 25 references. A conventional spelling lesson plan and an invented spelling lesson plan are attached. (Author/RS)

ED 452 547   CS 217 512

Klompien, Kathleen
The Writer and the Text: Basic Writers, Research Papers and Plagiarism.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, Colorado, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; Higher Education; Plagiarism; *Research Papers (Students); Student Needs; *Student Writing Models; *Writing Evaluation; Writing Research; *Writing Strategies

ED 452 565 CS 217 533

Greene, Beth G.
A Summary Report of the Instructional Effectiveness of the "Steck Vaughn Phonics Program": Level A--Units 3 and 4 & Level B--Units 2 and 3. Technical Report Number 105.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Instructional Effectiveness; *Phonics; Pilot Projects; Pretests Posttests; Primary Education; *Program Evaluation; *Reading
IDENTIFIERS- California; Florida; Illinois; Subtests; Test Trials

This report describes a pilot study conducted to evaluate the instructional effectiveness of the Steck-Vaughn Phonics Program: Level A-Units 3 and 4 and Level B-Units 2 and 3. The Educational Research Institute of America (ERIA) identified volunteer teachers to participate, designed the assessments, and analyzed the collected data. Because the focus was on the program's primary levels, it was limited to Grades 1 and 2; Level A-Units 3 and 4 were used in first grade, while Level B-Units 2 and 3 were used in second grade. These units, selected by the teachers to best fit their schools' reading objectives at the time, included the teaching of eight initial consonants, six final consonants, short vowels, long vowels, and vowel diagraphs. A quasi-experimental pretest posttest design was used; 18 first and second grade teachers in California, Illinois, and Florida volunteered to participate. Approximately 400 students were included. Teachers administered the phonics tests developed by ERIA as pretests, taught the designated units from the Steck-Vaughn program, and administered the posttests after completing instruction. All assessments were scored by hand at ERIA. Results indicated that: (1) after about three weeks of instruction, two groups of first and second graders increased pretest scores to posttest scores a statistically significant amount on 5 out of 6 subtests and on total test scores for both the first and second grade assessments; (2) an analysis of students who scored lowest on the pretest indicated much greater improvement than was shown for the entire group--more than twice as great; (3) on the single subtest (second grade) where there was not a statistically significant improvement, there was evidence of a "ceiling" effect; and (4) all the teachers reported they were able to use the Steck-Vaughn Phonics Program without problems. Contains 5 tables of data. (NKA)

ED 452 566 CS 217 534

Sanacore, Joseph
Questions Often Asked about Promoting Lifetime Literacy Efforts.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Elementary Secondary Education; *Lifelong Learning; *Reading Motivation; *Recreational Reading; Student Development; *Teacher Role

ED 452 583 EA 030 931

Moos, Lejf
Watch--Don't Copy.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Cross Cultural Studies; *Cultural Differences; Educational Policy; Elementary Secondary Education; Foreign Countries; Leadership; *National Norms; *School Community Relationship; *Teacher Effectiveness; Trend Analysis
IDENTIFIERS- American Educational Research Association; *Denmark; England; Finland; Iceland; Norway; Scotland; Sweden

International comparisons present the paradox that while such efforts encourage reflection on their own norms, values, and insights, researchers may lack the requisite knowledge to similarly engage a new culture. This work reviews school-leadership research that points to commonalities and differences in social and cultural trends in Denmark, England, Scotland, Finland, Iceland, Norway, Sweden, and Australia. Reports from Scandinavia point to the pressures confronting school leaders, including "New Public Management" models based on market principles, high national expectations without adequate assessment or evaluation, and school cultures resistant to change. Global economic realities drive the devolution of authority in education to the local level, where it is assumed leaders are better attuned to the "bottom-line." In Scandinavia, leaders now face the new challenge of closer supervision of teachers and instruction. Despite appearances of cohesion and many commonalities, significant differences exist within Scandinavia regarding languages, history, politics, democratic norms, and national educational frameworks. Data from parents, teachers, and students reveal significant differences regarding perceptions of teacher quality among all the countries. Data from parents and administrators point to significant differences and some commonalities between Denmark and England regarding desired teacher attributes, school management, discipline, and communication styles. Views on effective school leadership are highly dependent on context and culture. (Contains 14 references.)(TEJ)

ED 452 584 EA 030 932

Bogotch, Ira
Reconceptualizing the Principalship (as a Profession): dot.com.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Albuquerque, NM, November, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; Administrator Evaluation; Educational Principles; Elementary Secondary Education; Instructional Leadership; Leadership; Leadership Qualities; *Leadership

(070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistant Principals; Attendance; *Behavior Problems; Discipline; *High Schools; *Job Satisfaction; Parent Role; Public Schools; Salaries; *Staff Development; *Work Environment

An adapted version of the Minnesota Satisfaction Questionnaire was used to collect data regarding three types of job satisfaction: general, intrinsic, and extrinsic among high school assistant principals in Mississippi. Forty-nine percent of the 245 assistant principals surveyed participated in the study. Results indicated a high degree of general, intrinsic, and extrinsic job satisfaction among the assistant principals. No statistically significant relationships were revealed between job satisfaction and two specific variables: (1) length of time worked as an assistant principal; and (2) student enrollment. However, findings mildly suggested that the fewer years worked as an assistant principal, the less the job satisfaction. Assistant principals most liked working with students, teachers, staff, and parents. They disliked student discipline, incompetent teachers, difficult parents, support staff who behaved unprofessionally, heavy workloads, and the many after-school duties assigned. The most frequently mentioned responsibilities assistant principals would add to their jobs include curriculum and instruction tasks, personnel functions, and business matters such as working with the school's budget. (DFR)

ED 452 604   EA 030 994

Blendinger, Jack; Ariratana, Wallapha; Jones, Linda T.
Field Investigation of On-the-Job Behavior of an Elementary School Principal.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Discipline; *Educational Administration; Elementary Education; *Job Satisfaction; Parent School Relationship; *Principals; Public Schools; *School Culture

This paper reports on a study that investigated the managerial behavior of a principal for 16 consecutive days in a rural elementary school setting in Northeastern Mississippi. According to available literature, no previously reported study has used direct observation to study an elementary school principal at work for longer than a week. Four particular areas were investigated: (1) amount of time spent on 10 administrative activities; (2) amount of time the principal spent participating in scheduled and unscheduled meetings and conferences; (3) the number of personal interactions on a daily basis; and (4) the number of times that the principal was interrupted while involved in office-related tasks or activities. Findings indicated that the principal spent the majority of her time managing by walking about the buildings and grounds, handling personnel matters, performing office-related tasks, disciplining students, and working with parents. The findings also revealed that the principal spent nearly 25 percent of her time on the job participating in scheduled and reflecting goals of universal design and access in college and university strategic plans; enhancing and developing new funding streams; and implementing regionalized approaches to assessment, career and educational counseling and assistive technology evaluation services. Seven appendices provide background information, data and charts, lists of persons involved, and guidelines for assistive technology transfers. (DB)

ED 452 623   EC 308 380

Zeller, Richard W.
Implementing the Mediation Requirements of IDEA '97: A Guide Developed for the Consortium for Appropriate Dispute Resolution in Special Education (CADRE).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 25p.; CADRE is a project of Direction Service. CADRE's core partners are Mediation Information and Resource Center, National Association of State Directors of Special Education, the National Information Center for Children and Youth with Disabilities, the Technical Assistance Alliance for Parent Centers, Western Oregon University, Teaching Research Division, and Western Regional Resource Center, Center on Human Development, University of Oregon.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Arbitration; *Compliance (Legal); *Conflict Resolution; Decision Making; *Disabilities; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Regulation; Parent Participation; Parent School Relationship
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This document is intended to assist states in implementing the mediation requirements in the Individuals with Disabilities Education Act (IDEA), as amended in 1997. These provisions include parent participation in collaborative decision-making and the right of parents to challenge decisions about their child's education program. Increased use of mediation offers hope for more collaborative decision-making by parents and schools. Following an introductory section, this document presents the federal regulations concerning mediation requirements in their entirety. The following section is intended to assist states in assessing whether their systems have addressed the law's requirements by organizing the requirements for mediation under IDEA into the following related areas: (1) mediator standards, (2) mediator selection, (3) mediator process and conditions, (4) encouraging mediation, and (5) attorney participation in mediation (not Federally regulated). For each area the relevant citations from the regulations are excerpted and specific self-assessment questions are suggested. Implications for practice are also addressed. Appendices include a list of all the self-assessment questions and answers to questions concerning mediation from the Office of Special Education Programs. (DB)

ED 452 624   EC 308 381

Din, Feng S.; Lodato, Donna M.

Florida, Georgia, Indiana, Minnesota, North Dakota, Utah, and West Virginia are briefly described, along with their development status and how the states are handling and using the data from their alternate assessments. Results from the study indicate there are many scoring, reporting, and use decisions yet to be made. Yet, generally, these states have advanced training and staff development systems established and, with the exception of Minnesota, states have taken remarkably similar approaches to staff development for teachers implementing the alternate assessments. Initially, draft training manuals and other materials were prepared and small groups of teachers were convened to hear how the assessment process would work. These field test participants implemented the systems for a short period and returned to provide feedback, which was used to refine the materials before a larger pilot test was implemented. The study also found that most states used a portfolio approach to alternate assessments and chose to base their alternate assessments on a pool of standards drawn from their state general education standards. (CR)

ED 452 643 EC 308 400

Webb, Kristine Wiest
Transition to Postsecondary Education: Strategies for Students with Disabilities. PRO-ED Series on Transition.
PUB DATE- 00
NOTE- 73p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Planning; College Applicants; College Attendance; *College Choice; *College Preparation; Decision Making; *Disabilities; Higher Education; Individualized Education Programs; Learning Activities; Secondary Education; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans

Part of a series on the transition of students with disabilities from school to adult roles, this guide focuses on the transition to postsecondary education. It presents a model, the Opportunities in Postsecondary Education through Networking (OPEN) model, to assist students, parents, and school personnel in the decision-making, planning, and preparation processes that will result in college enrollment for students with disabilities. The OPEN model's first step is deciding or making the decision to attend a college. Chapter 2 of the guide offers suggestions and activities for students involved in the deciding step. The next step in the OPEN Model is planning, discussed in Chapter 3. The planning process is subdivided into three domains: academic planning, career planning, and personal-social planning. Chapter 4 guides teacher and students through the preparing process, the third step in the OPEN model. Chapter 5 focuses on the fourth step of the OPEN model, exploring. Information and activities are provided that will assist students in exploring college options. In Chapter 6, students investigate and evaluate their final college choices with support from their Individualized Education Program teams who have created an Individualized Transition Plan. The final chapter features instructions and suggestions for completing the application process. (Contains 66 references.) (CR) training are included. (SG)

ED 452 662 EC 308 508

Ziegler, Martha
Report on Autism Conference Sponsored by NEC*TAS (Hartford, Connecticut, February 1996).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 96
NOTE- 6p.; Published with "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; *Autism; *Coordination; Disabilities; Early Childhood Education; *Early Intervention; Family Problems; *Parent Empowerment; *Parent Participation; Respite Care; Teaching Methods; Technical Assistance
IDENTIFIERS- Individuals with Disabilities Education Act; *Interagency Coordinating Council

This issue of the "Early Childhood Bulletin" is a summary of information that was presented at a 1996 conference on autism sponsored by the National Early Childhood Technical Assistance System (NECTAS). Participants included Part H and Part B, Section 619 Program coordinators, individual program providers, and Interagency Coordinating Council (ICC) parents of children with autism. The single overriding theme discussed was the need for family support in a variety of forms, including parent training, in-school respite care, and programs for keeping children occupied during school vacations. Parents at the conference all agreed that one of the hardest challenges they face is choosing which method of intervention to try. Evidence was cited that supports a multiple approach to intervention and education. Another issue discussed was the great variation among individual children within the overall category of autism. One critical need that emerged from the conference was the need for more research, especially in the area of outcomes and efficacy. Two books on autism are briefly reviewed at the end of the bulletin: "Thinking in Pictures and Other Reports from My Life" (Temple Grandin) and "Out of Silence" (Russell Martin). (SG)

ED 452 663 EC 308 509

FICC Parents Reach Out.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 97
NOTE- 10p.; Published with the "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Agency Role; *Coordination; *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; Financial Support; Information Centers; Parent Empowerment; *Parent Participation; Preschool Education; Public Policy; Technical Assistance
IDENTIFIERS- Amendments; *Individuals with Disabilities Education Act; *Interagency Coordinating Council

Series: Policy, Planning, and Design for a 21st Century Public
Education System (Ithaca, NY, January 31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Cooperative Planning; *Educational Facilities
Planning; Elementary Secondary Education; Guidelines; *Land
Use; Public Schools; School Community Relationship; *Site
Development

This paper examines the areas of local jurisdictional cooperation required for successful new school planning that is beneficial to community development. The paper reviews some of the responsibilities that local municipal governments and school districts have in developing the community. This includes an explanation of the areas of mandated responsibility for each jurisdiction and the relationship between the two major players on the local level of government. The difficulties in collaborative planning are addressed, including technical difficulties such as budget cycle differences, fiscal dependency, different planning models, and lack of coordination and planning impetus; and social and political difficulties. Also discussed are planning issues involving a new school's impact on land use within the community. Several examples of successful new school planning collaborations are described, followed by descriptions of three collaboration models, two covering collaborative planning in rapidly growing areas and one for densely settled areas. (Contains 18 references.) (GR)

ED 452 685 EF 005 910

Taylor, Anne
Programming and Design of Public Schools within the Context of
Community.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Facilities Design; *Educational
Facilities Planning; Elementary Secondary Education; *Public
Schools; *School Community Relationship

This paper translates the best of educational practice into school design criteria for architects and communities who wish to build innovative schools that reflect community excellence. The paper first discusses the School Zone model, an integrated system for addressing school design and curriculum. This educational system is then linked to the built, natural, and cultural environment so that the resultant architecture can act as a three-dimensional textbook. The paper then presents a survey of 16 case studies that reveal basic patterns for reform in school curriculum and facilities design illustrating the philosophical framework behind the School Zone model. Four key issues or patterns extrapolated from the studies are examined that show how involving children in the design process has implications for the role schools play in the community. Patterns for reform using design criteria from multiple sources are outlined so that communities may take action to build and evaluate programs that synthesize community and educational needs. An appendix contains research questions based on the patterns observed in the case studies are offered for further study. (Contains 50 references.) (GR)

Teaching English as a Foreign Language (TEFL) have contributed to the understanding of how visual images affect background schemata, learning, and testing. It is essential that test writers investigate how visuals and images can aid or hinder the assessment of language learning. It is hoped that this research will help the classroom practitioner, the materials developer, and most importantly the test writer/designer to choose, use, create, design and implement pictures into testing procedures, which are fair to the student population and offer a more accurate measure of a learner's ability to manipulate and communicate in the target language. It is concluded that a learner's sensitivity to language and the ability to create relations amongst words can be further enhanced by the use of visuals. (Contains 32 references.) (KFT)

ED 452 708 FL 026 680

Bibliography on Assessment: English Language Learners. Innovative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 47p.; November 2000 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; *English (Second Language); Second Language Instruction; Second Language Learning

This annotated bibliography aims to present the latest resources, published and electronic, in the field of second language learning and teaching related to English Language Learners (ELLs). Various databases, assessments, books, handouts, journal articles, papers, reports, and Web sites are included. When possible, the annotations are made directly from the reference being presented. Assessment Resource Library shelf numbers are included at the end of each entry. (Contains 109 references.) (KFT)

ED 452 709 FL 026 682

Yang, Hua; Urrabazo, Theresa; Murray, Wayne
How Did Multiple Years (7) in a BE/ESL Program Affect the English Acquisition and Academic Achievement of Secondary LEP Students? Results from a Large Urban School District.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; *Bilingual Education Programs; Educationally Disadvantaged; Elementary Secondary Education; *English (Second Language); Language Minorities; *Limited English Speaking; Politics of Education; Remedial Instruction; Second Language Instruction; Second Language Learning
IDENTIFIERS- Dallas Independent School District TX

The rapid increase in the number of Limited English Proficient (LEP) students is especially significant in the nation's large urban school districts. The numbers of LEP students in special, bilingual education programs has exploded due to the constant stream of immigrants into the United States and the inability of so many children, even those who have already been in such bilingual education programs, unable to meet program exit criteria. The fact that a large number of continuing LEP to a survey and ranked instructional strategies according to their perceived effectiveness. It was found that the students preferred the more traditional approaches, including lectures and drills, but also enjoyed the change of pace that the new methods offered. Some students performed better under different strategies. Group work drew out the best in some and the worst in others. The study also indicates that there is a need to integrate various strategies into daily lessons. Students' responses indicate that numerous means are available and effective for reaching an instructional goal. Strategy variation might be more effective and stimulating for the student. An appendix contains the survey instrument. (Contains 30 references.) (KFT)

ED 452 728   FL 026 701

Tosi, Arturo
Language and Society in a Changing Italy. Multilingual Matters Series, 117.
PUB DATE- 01
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Dialects; Diglossia; English; Foreign Countries; Immigrants; *Italian; Language Attitudes; Language Minorities; Language Role; Language Variation; Literature Reviews; Multilingualism; Mutual Intelligibility; Second Language Instruction; Second Language Learning; *Sociolinguistics
IDENTIFIERS- Europe; Italy

This books examines the interrelation between language and society in contemporary Italy and provides an up-to-date account of linguistic diversity, social variation, special codes, and language varieties within Italian society, and in situations of language contact both within and outside Italy. Part 1 covers the evolution and variations of ordinary language. Part 2 analyzes the traditions and innovations in a number of special languages. Part 3 examines the origin, status, and mechanism of language contacts between Italian and English in three diverse domains. Each chapter has been structured to include an overall assessment of recent research in Italy and abroad, a brief historical description of the evolution of specific linguistic variations during the last 50 years, and the analysis of a short selection of significant texts showing some of the features of the variety examined. This book has been especially designed for students of Italian abroad who have little or no previous knowledge of linguistics. It should also appeal to students and researchers in linguistics who have little of no knowledge of Italian. The book is also expected to be of interest to scholars of European multilingualism and to those who wish to look at how language operates within the Italian communities of English-speaking countries. Name and general subject indexes are included. (Contains 293 references.) (KFT)

ED 452 729   FL 026 702

de Mas, Eugenia Gomez; Ryan, Phyllis M.
Stereotypes of Americans: Foreign Language Learning Research.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

student administration are undergoing significant changes because of a range of factors. As a result, institutions should consult widely to explore solutions that will meet their particular needs. Three appendixes (annexes) describe the study methodology and list project members and participating institutions. (SLD)

ED 452 749 HE 033 964

A Guide to the 2001 Research Assessment Exercise.
PUB DATE- 01
NOTE- 15p.; Also produced by the Department of Higher and Further Education, Training and Employment for Northern Ireland.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Methods; *Financial Support; Foreign Countries; Higher Education; *Peer Evaluation; Program Evaluation; *Research; Research Universities; *Resource Allocation
IDENTIFIERS- *United Kingdom

This booklet explains the Research Assessment Exercise (RAE) for universities in the United Kingdom receiving public funds and outlines how it works. It also includes some facts and figures and sources of further information. The RAE, which operates through a process of peer review by experts, is designed to provide ratings of the quality of research conducted at universities and higher education colleges in the United Kingdom. The ratings are used to inform the allocation of funds, and more than 1 billion British pounds are allocated each year for research using the results of the RAE. The RAE measures research quality, not only to enable the allocation of funds, but also to promote high quality in research. The outcomes of the exercise are published to provide public information on the quality of research, and the results of the RAE may be used to inform policy development. Every higher education institution in the United Kingdom may make a submission to as many of the units of assessment as they choose. In the 2001 RAE, there are 68 units of assessment, with 60 assessment panels, since a few units of assessment have joint panels. Panel members are nominated by a wide range of organizations and then selected by funding bodies. The information supplied by the institution is the basis on which judgments are made, and subject panels use a standard scale to award a rating for each submission. Appendixes (annexes) contain a glossary, a list for further reading, and a list of the units of assessment. (SLD)

ED 452 750 HE 033 965

Nesbit, Tom
Extending Graduate Education to Non-Traditional Learners.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Foreign Countries; *Graduate Students; Graduate Study; Group Membership; Higher Education; *Masters Programs; *Nontraditional Education; Program Descriptions; *Teachers; *Transformative Learning
IDENTIFIERS- *Simon Fraser University (Canada)

(1) "Turning around Troubled Institutions" (Matthew Goldstein); (2) "Triadic Hierarchical Planning" (William J. Austin); (3) "Edinboro University's Triangulated Institutional Effectiveness Model" (Michael A. Mogavero and Erinn D. Lake); (4) "Developing the Mission Statement" (David Prensky); (5) "K-16 Collaboration: Seamless School-to-Work Career Pathways" (Rodney Bailey, Anthony S. Digenakis, and Nancy S. Campbell); (6) "Quality Indicators for Distance Education Programs" (Meg Benke, David Brigham, Carolyn G. Jarmon, and Esther H. Paist); and (7) "Innovation, Collaboration, and Experimentation" (James E. Cronin, Kathleen Wessman, and William E. Campbell). (SLD)

ED 452 770   HE 033 988

Handbook for Evaluation Teams. Sixth Edition.
PUB DATE- 00
NOTE- [illegible]p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Evaluation Methods; *Higher Education; *Peer Evaluation; *Program Evaluation; Self Evaluation (Groups)
IDENTIFIERS- *Middle States Association of Colleges and Schools

This manual is designed to provide guidelines for evaluation teams conducting evaluation visits for the Middle States Commission on Higher Education. The evaluation visit is the peer review portion of the Middle States accreditation process, which consists of a self-study and a peer review. The manual clarifies how evaluators should prepare for and conduct the evaluation visit. It explains the context in which the evaluation occurs and indicates how team members are affected by the work of other participants in the process. Section 1, "Preparing for the Team Visit," focuses on evaluation team ethics, the team composition, and team preparation. Section 2, "The Team Visit," describes team meetings, campus interviews, expectations for discussions and evaluations, and discusses things to be avoided and the team visit schedule. Section 3, "The Team Report and Beyond," discusses writing the evaluation report. (SLD)

ED 452 771   HE 033 989

Donaldson, Joe F.
Accelerated Degree Programs: Policy Implications and Critique: What We Know about Adult Learners and Its Implications for Policy.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acceleration (Education); *Adult Education; *Bachelors Degrees; *College Students; Educational Planning;

figure, 8 tables, and 27 references.) (SLD)

ED 452 791   HE 034 012

Slater, Charles; McGhee, Marla; Capt, Robin; Alvarez, Isaias; Topete, Carlos; Iturbe, Elizabeth
A Comparison of the Views of Educational Administration Students in the United States and Mexico.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Administration; Educational Experience; Focus Groups; Foreign Countries; *Graduate Students; Higher Education; Masters Programs; *Student Attitudes
IDENTIFIERS- Mexico; Southwest Texas State University; United States

This study examined the views of students completing an educational administration preparation program at Southwest Texas State University (SWT) and students completing a similar program (program acronym MADE) at the Instituto Politecnico Nacional in Mexico City. Graduates of both programs received master's degrees. A focus group methodology was used to explore perceptions of how students changed over the course of the program, what distinguished them from graduates of other programs, and how they felt about the quality of the experience. In Mexico, 25 students took part in 4 focus group sessions. In Texas, 22 current students and recent graduates participated in 5 focus group sessions. There was a difference in personal perceptions of change over time among the two student groups. MADE students spoke of national educational system issues, global awareness, and "commitment," while SWT students tended to talk more specifically about individuals as leaders, personal change, and used the term "confidence." Some of these differences were certainly related to programmatic content. Both sets of students expressed respect for conducting research, and both expressed the need for more time and practice with the concepts of research. The implications for future practice at both institutions are discussed. An appendix contains a curriculum comparison. (Contains 5 tables, 5 graphs, and 18 references.) (SLD)

ED 452 792   HE 034 013

Kraus, Kathleen McGrath
Administrator and Faculty Responses to Distance Education: The EASTNET Initiative.
PUB DATE- 98
NOTE- 167p.; Doctoral Dissertation, State University of New York, Albany.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Administrators; *College Faculty; Cooperation; *Distance Education; Educational Technology; Higher Education; *Teacher Attitudes
IDENTIFIERS- *State University of New York

This study traced "EASTNET: Distance Learning for SUNY in Eastern

(150)
DESCRIPTORS- College Curriculum; Computer Assisted Instruction; Computer Networks; Computer Uses in Education; Higher Education; *Telecommunications
IDENTIFIERS- College of Mount Saint Joseph OH; Technology Implementation; Wireless Cable

There is a whole infrastructure that must support a successful universal student computing requirement. Conventional approaches would have the students plugging into a wired network. That would necessitate network wires and hubs or many ports in each classroom. Students would need access to course-related software. Because the needs would change from semester to semester, there would be the constant task of installing and uninstalling applications on student machines that would be a support nightmare. This paper describes the approach the College of Mount St. Joseph (Ohio) used to implement universal computing using "wireless thin client," a merger of three technologies: large CE devices, wireless networking, and Terminal Server/MetaFrame. This approach is powerful, low-maintenance, and inexpensive. The new universal computing requirement, dubbed MERLIN (Media Rich Learning Infrastructure) became a reality for freshman entering in the fall of 2000. The technology was immediately integrated into two interdisciplinary courses that are part of a new core liberal arts and sciences curriculum at the College. Through MERLIN, students in these and other classes have access to class discussion lists, online pop quizzes, Web-based simulations and case studies, and class exercises. Much of the software in the student computer labs, library materials, and the resources of the World Wide Web are also available. Each year, a new freshman class will be added, along with additional wireless access points and MetaFrame servers. By Fall 2003, universal and ubiquitous computing at the College of Mount St. Joseph will be a reality. MERLIN will solve a number of problems for the College. Classroom scheduling will be much more flexible because of the ability to have impromptu computer labs in any room on campus. The College will not have to give up general classroom space in order to install new computer labs. The support issues of having more than 1400 additional devices on the network will be minimized, thanks to the use of CE devices without moving parts and a single software load residing on the Terminal/MetaFrame servers. (AEF)

ED 452 812 IR 020 620

Treviranus, Jutta; Coombs, Norman
Bridging the Digital Divide in Higher Education.
PUB DATE- 00
NOTE- 12p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Computers; *Access to Education; *Computer Assisted Instruction; Computer Mediated Communication; Computer Uses in Education; *Disabilities; Educational Development; *Equal Education; Higher Education; Learner Controlled Instruction; Student Needs
IDENTIFIERS- Digital Technology; University of Toronto (Canada)

The emergence of the digital campus, and the rapid convergence of previously disparate methods of communicating information,

Education; Public Sector; Secondary Education; *Self Employment; Small Businesses; Teaching Methods; Trend Analysis; Unemployment; *Vocational Education; Womens Education
IDENTIFIERS- Austria; Canada; England; Finland; France; Germany; United States

The increasing emphasis on entrepreneurship and self-employment training in vocational education and training (VET) worldwide was examined. Special attention was paid to the following themes: (1) the content and various concepts of entrepreneurship, including the distinction between external and internal entrepreneurship; (2) trends in entrepreneurship education in different countries, the implications of entrepreneurship and entrepreneurship education, and the necessity of broad occupational skills and occupational mastery to education and learning in general; (3) the societal and education system contexts of entrepreneurship education; (4) problems of access to training and entrepreneurship as exemplified by the position of women; and (5) the future of entrepreneurship education in light of a critical examination of the emphases, contents, and goals of entrepreneurship education and a brief consideration of the challenge that entrepreneurship and entrepreneurship education present to educational institutions and the operation and organization of the public sector. It was concluded that, in general, the existing goals of entrepreneurship training place too much emphasis on the instrumental value of learning and knowledge and economic and material values. It was recommended that pedagogical approaches in VET be adjusted so as to enable teaching and learning fostering creative and innovative citizens who are able to employ themselves. (Contains 21 references.) (MN)

ED 452 342   CE 080 350

Review of Regional Criminal Justice Training Academies. House Document No. 28. Report of the Joint Legislative Audit and Review Commission to the Governor and the General Assembly of Virginia.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Change Strategies; Competence; Competency Based Education; Driver Education; Educational Change; Educational Finance; *Educational Improvement; Educational Legislation; Educational Needs; *Educational Quality; Enrollment Trends; Entry Workers; Evaluation Methods; Financial Support; Graduate Surveys; Inservice Education; Job Training; *Law Enforcement; Needs Assessment; Participation; Police; *Police Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Questionnaires; Regional Programs; Staff Development; Standardized Tests; State Legislation; State Standards; State Surveys; *Statewide Planning; Student Evaluation; Teacher Attitudes; Trainers
IDENTIFIERS- *Criminal Justice; *Virginia

Virginia has 36 criminal justice training academies, including 10 regional academies. The academies conduct entry-level, inservice, and specialized training for law enforcement officers, jailers, and other criminal justice personnel. In 1998, the Joint Legislative Audit and Review Commission (JLARC) was directed to review the quality, consistency, and standardization of regional criminal justice training and methods to ensure the programs sustainability. Chapter 6 profiles the five workplace literacy pilot projects and draws out the common themes that emerged from their experiences. Chapter 7 provides a select bibliography of 38 adult literacy resources in these categories: general reference, curriculum, needs assessment, clear language guidebooks, audiovisual materials, and French resources. Chapter 8 is a table of organizational resources by province/territory. Contact information is provided for literacy coalitions, provincial federations of labor, and provincial government literacy coordinators. (YLB)

ED 452 359 CE 081 617

Hensley, Laura G.; Kinser, Kevin
Adult Learner Persistence: A Study of Tenacity.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Adult Students; Biographical Inventories; *Educational Experience; Educational Research; *Family Influence; Higher Education; Learning Motivation; Self Concept; Student Costs; *Student Motivation; Student Needs

A study investigated tenacity of adult students who have once again made their way back to academia. The specific purpose was to discover how these students understood their own history of college enrollment and their perceptions of themselves as persisters. Participants were 63 "tenacious persisters" in three sections of an orientation class at a private, religiously affiliated, southeast college. During an in-class writing assignment, participants were asked to provide an academic history, including names of institutions and dates of attendance. They were also asked to reflect upon their prior college experiences as they answered these two open-ended questions: what was keeping you from achieving your academic goals prior to now? and why are you in college now? Responses were reviewed to identify emergent themes for each question. Responses to the question on why students perceived they had been unsuccessful in past attempts at college were classified into these five dimensions: negative academic experiences, perceived lack of academic skills, lack of purpose and direction, family factors, and financial issues. Responses to the question on why students chose this time in their lives to return to school were classified into these three dimensions: new sense of self-awareness, career and financial issues, and family factors. (Contains 11 references.) (YLB)

ED 452 360 CE 081 620

Mahlamaki-Kultanen, Seija; Kallio, Leena
Integrating CD-ROM, Literacy and Writing into Vocational Education.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Cognitive Mapping; Computer

internships. Dykeman's classification gives CTE practitioners a practical, research-based model for evaluating their career development efforts. (Contains 11 references.) (MN)

ED 452 376 CE 081 643

Berns, Robert G.; Erickson, Patricia M.
Contextual Teaching and Learning: Preparing Students for the New Economy. The Highlight Zone: Research Work No. 5.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Constructivism (Learning); Context Effect; Critical Thinking; *Education Work Relationship; Educational Change; Educational Needs; *Educational Practices; *Educational Theories; Educational Trends; Group Activities; Multiple Intelligences; Problem Solving; Secondary Education; Service Learning; Teacher Role
IDENTIFIERS- *Contextual Learning; *Contextualized Instruction; Self Direction

Contextual teaching and learning (CTL), which is still being designed and implemented, is a conception of teaching and learning that helps teachers relate subject matter content to real-world situation, and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers. Educational theories and themes that relate to CTL include knowledge-based constructivism, effort-based learning and incremental theory of intelligence, socialization, situated learning, and distributed learning. Approaches for implementing CTL include problem-based learning, cooperative learning, project-based learning, service learning, and work-based learning. CTL requires that teachers plan lessons that are developmentally appropriate for students; include interdependent learning groups; provide for an environment that supports self-regulated learning; consider the diversity of students; addresses the multiple intelligences of students (including questioning techniques that enhance student learning and problem-solving skills); and include authentic assessment. In implementing CTL, teachers serve as facilitators, organizers, role models, learning mentors, content specialists, and knowledge dispensers. CTL increasingly is becoming a part of reforms of both career and technical education and academic education. (This document includes a description of an example high school course CTL project that integrates English, mathematics, and career and technical education, and a list of seven inservice professional development projects. (Contains 31 references.) (KC)

ED 452 377 CE 081 644

From Jobs for Workers to Workers for Jobs: Better Workforce Training for Minnesota. A Citizens League Research Report.
PUB DATE- 99
NOTE- 44p.; Report by the Citizens League Committee on Workforce Training, Roger Hale, chair. Additional materials related to this study are available in full text: http://www.citizensleague.net/studies/workforce/index1.htm and http://www.citizensleague.net/studies/workforce/index2.htm.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

and training on welfare eligibility rules and implications are needed; English proficiency is the most significant roadblock to employment for both newly arrived and long-term refugees on public assistance; child care is a major barrier to employment for refugee women; refugee women who are long-time United States residents and who continue to receive public assistance are among the most difficult to employ; and welfare reform does not take into account the special needs of refugee women. (Twenty-six figures are included.) (YLB)

ED 452 393   CE 081 662

Wilkinson, Kelly S., Ed.
A Career Odyssey. Proceedings of the Annual Meeting of the Association for Career and Technical Education/International Vocational Education and Training Association (74th, San Diego, California, December 7-10, 2000). Business Education Division.
PUB DATE- 00
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Advising; *Business Education; Business Education Teachers; Computer Literacy; *Computer Mediated Communication; Educational Research; Engineering Education; Engineers; Field Experience Programs; Full Time Faculty; Group Dynamics; *Grouping (Instructional Purposes); Higher Education; Keyboarding (Data Entry); Marketing; *Multicultural Education; Online Systems; Part Time Faculty; Preservice Teacher Education; Preservice Teachers; Teacher Attitudes; *Teaching Experience
IDENTIFIERS- Contextualized Instruction

These six papers present sound research in business education. "Status of Full- and Part-Time Business Faculty at Two-Year College and Perceived Importance of Selected Professional Services" (Marcia A. Anderson, Sharon Resch) reports full-time faculty received more professional services, and part-time faculty valued professional services differently. "Engineering Professionals: Their Need for Computer Keyboarding Competency" (Deborah K. Ryker, Marcia Anderson) finds over three-fourths of university engineering graduates indicated computer keyboarding skills were not a prerequisite for their work position; most found computer keyboarding skills improved their work productivity substantially or some; and the majority felt these skills should be required. "Early Field Experience: One Approach to Contextual Teaching and Learning" (Wanda L. Stitt-Gohdes) reports research that supports inclusion of extensive early field experiences in business education preservice programs because they provide a context where students observe the extent to which current teachers make a connection between school- and work-based learning. "Issues of Multicultural Education: Attitudes of Business and Marketing Education Teachers" (Elaine Adams, Helen C. Hall) indicates teachers tended to reflect positive attitudes about the multicultural issues raised. "Advising Challenging in Cyberspace" (Barbara Pevoto) recommends providing students with an advising model geared to online instruction at the university level. "The Effect of Different Methods of Forming Groups on Student Performance in a Business Communication Course" (Michael L. McDonald, Cheryl D. Wiedmaier) finds no statistically significant difference in student performance when groups were formulated by the student participants or by the instructor based on differences in participants' declared majors. (YLB)

Problem Solving; Reading Achievement; Reading Skills; Reading Tests; Relevance (Education); Skill Development; Test Validity; *Workplace Literacy
IDENTIFIERS- *Illinois; National Adult Literacy Survey (NCES); Test of Adult Basic Education; Workforce Investment Act 1998

According to the most recent National Adult Literacy Survey, nearly half of Illinois adults lack sufficient reading proficiency to ensure job success and advancement in 21st century workplaces. The Test of Adult Basic Education is currently used as a pretest/posttest in Illinois' existing adult basic education, adult secondary education, and English-as-a-second-language programs. What is needed instead is an assessment articulating the job skills achieved by individual learners so that they can make better career choices and employers can select appropriate employees. Existing adult literacy programs and policies must increase their emphasis on workplace literacy. By formally linking adult literacy education with job skills needed in the workplace, the Workforce Investment Act marks a step forward in designing a work force development system. In addition to reading skills, the following complex skills are also needed in the workplace: knowing how to learn, listening and communicating orally, creative thinking and problem solving, self-esteem, interpersonal skills, and organizational effectiveness. Other strategies for meeting workplace literacy needs include the following: define reading competence in terms of a person's ability to apply specific reading skills; provide programs for those who have not met traditional definitions of literacy; and assess individuals' literacy together with other essential employment skills. (MN)

ED 452 410 CE 081 693

Stallings, Patricia, Ed.
Making the Year 2000 a Sure Winner. Proceedings of the Annual Meeting of the Atlantic Coast Business and Marketing Education Conference (16th, Raleigh, North Carolina, February 19-20, 1999).
PUB DATE- 99
NOTE- 57p.; For additional proceedings volumes, see ED 383 882, ED 406 524-525, ED 416 400, CE 081 515 and CE 081 694.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Business Communication; *Business Education; *Classroom Techniques; Cognitive Style; Communication Skills; Community Colleges; Computer Uses in Education; Computers; Cross Cultural Training; Distance Education; Education Work Relationship; *Educational Practices; Educational Technology; Employment Potential; Employment Qualifications; Graduate Study; Guidelines; Higher Education; Holistic Approach; Nonverbal Communication; Online Systems; Personnel Selection; Portfolio Assessment; Relevance (Education); Secondary Education; Sex Differences; Sex Discrimination; Student Evaluation; Teacher Student Relationship; *Teaching Methods;
IDENTIFIERS- Etiquette; *Marketing Education; Social Security; Telecommuting; *United States (Coastal Plains)

This document contains 21 presentations from a conference on business and marketing education. The following papers are included: "Business and Marketing Education: In Tune with the Times" (Clarice P. Brantley); "Portfolio Assessment--A Sure Winner" (Ann Bullock); "The Effect of the Year 2000 on Web Page Maintenance" (Linda Carr); "School-to-Career: A Sure Winner" increase significantly the employment or earnings of the inner-city poor. Public subsidies for inner-city business development may be justified by greater environmental, congestion, and fiscal benefits of inner-city versus suburban business location decisions. Research suggests that some boost in inner- city business development may be provided by a combination of economic development incentives and enhanced public services. A different set of policies must be used to increase the earnings of the inner-city poor. Employment solutions to inner-city poverty should include two components: (1) creating more effective labor market intermediaries to make it easier for inner-city residents to find good jobs and for employers throughout the metropolitan area to find good inner-city workers; and (2) enhancing the job skills of the inner-city poor, particularly their "soft skills," by training programs that have closer ties to employers and incorporate subsidized employment experience. Given the magnitude of the poverty problem, any realistic policy to significantly reduce inner-city poverty through enhanced earnings will require tens of billions of dollars of annual government spending. (Contains 12 references.) (Author/KC)

ED 452 423 CE 081 714

Houseman, Susan N.
Why Employers Use Flexible Staffing Arrangements: Evidence from an Establishment Survey. Staff Working Papers.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 00
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Dislocated Workers; Employee Attitudes; *Employer Attitudes; *Employer Employee Relationship; Employment Experience; *Employment Patterns; *Employment Practices; Employment Services; Fringe Benefits; Health Insurance; Job Placement; *Part Time Employment; Public Policy; Retirement Benefits; Telephone Surveys; *Temporary Employment; Work Attitudes
IDENTIFIERS- Contract Employment; *Flexible Staffing

Use of flexible staffing arrangements--including temporary help agency, short-term, on-call, regular part-time, and contract workers--is widespread and two-thirds of employers believe this trend will increase in the near future. A study examined which employers use flexible staffing arrangements, why they use these arrangements, and their implications for workers and public policy. Data were collected from a nationally representative survey of private sector businesses, using a telephone survey of 550 employers. The traditional reasons concerning the need to accommodate fluctuations in workload or absences in staff are the most commonly cited reasons for using all types of flexible staffing arrangements. Many employers also use agency temporaries and part-time to screen candidates for regular positions. Finally, savings on benefits costs is an important factor determining employers' use of flexible staffing arrangements. Workers in flexible staffing arrangements typically are not covered by regulations governing benefits, and they usually do not receive key benefits, such as pension benefits and health insurance, when these benefits are offered to regular full-time workers. (Survey data and methodology information are appended.) (Contains 31 references.) (KC)

(070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Case Studies; Counseling Services; Definitions; Educational History; *Educational Improvement; Educational Legislation; Educational Policy; *Educational Practices; Educational Quality; *Educational Strategies; Evaluation Criteria; Expectation; Experiential Learning; Federal Legislation; Government School Relationship; Individualized Instruction; Innovation; Models; *Performance Factors; Program Design; *Program Effectiveness; Program Evaluation; Public Policy; Special Needs Students; Student Characteristics; Success; Teacher Student Relationship; Youth Programs

This document contains information about the methodology and findings of a study that identified 20 programs across the United States that have been successful in raising student's academic achievement. Part 1 contains the following items: (1) an explanation of the process and criteria used to select the 20 examples of excellence drawn from the 96 youth initiatives included in the American Youth Policy Forum's two previous publications on successful youth programs; (2) an explanation of the historical context of the movement to raise academic achievement; and (3) a list of criteria for defining successful programs. Part 1 also discusses the following strategies of successful youth programs: high expectations for youth, program, and staff; personalized attention; innovative structure/organization; experiential learning; and long-term support. Part 2, which constitutes approximately 75% of the document, consists of evaluation summaries of the 20 programs. Each evaluation summary contains some or all of the following items: program name and address; program overview; student population profile; evidence of the program's effectiveness; list of key program components; discussion of factors contributing to the program's success; and overview of the study methodology. Lists of contact names and addresses for each program and 23 endnotes are also included. (MN)

ED 452 440   CG 030 527

Marcus, Robert; Reio, Thomas; Kessler, Lauren; Cutler, Kelley; Fleury, John
Interpersonal Violence between College Students: Proximal Influences.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (108th, Washington, DC, August 4-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Drinking; Higher Education; Institutional Evaluation; On Campus Students; *Sex Differences; Student Behavior; *Violence
IDENTIFIERS- Fighting; University of Maryland College Park

This paper presents the results of a 3 year study on violence between students at the University of Maryland. The study was designed to: (1) describe the prevalence of fighting between students; (2) analyze, by gender, students' description of their most recent physical fight with another for proximal influences on these altercations; (3) analyze proximal and distal influences on severity of injuries which occurred in the fights; and (4) make recommendations for improvement to campus policy toward reducing campus violence. Surveys were completed by 385 undergraduates (200 males; 185 females). The results

DESCRIPTORS- *Counselor Role; *Curriculum Development; Elementary Secondary Education; *Inservice Education; *Participative Decision Making; Problem Solving; *School Counseling; *Workshops

The school counselor as a team member has a leading role to play in inservice education of the teaching faculty. The counselor has considerable contact with students and has valuable information on developing a quality inservice education program. Inservice education has the goal of improving the curriculum for students. This paper presents a model of a workshop on inservice education. The first part of the workshop is to have a general session for all participants to determine problem areas to pursue. The workshop then stresses vital problem areas for committees to consider in offering valid solutions. Leadership is needed from the counselor to make certain that each problem area is clearly stated in order that viable solutions can be determined. Once the problem areas are identified, participants decide the committee on which to serve for problem solving. The third part of the workshop is for individual areas of problem solving that participants wish to work on. The guidance counselor can also use faculty meetings for discussing relevant and vital items. To develop successful programs, administrators need to encourage and support professional counselors' endeavors to be consultant educators and inservice training providers. (Contains 10 references.) (JDM)

ED 452 462 CG 030 881

Tramonte, Michael R.
Risk Prevention for All Children/Adolescents: Lessons Learned from Disaster Intervention.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Counselor Role; *Crisis Intervention; Elementary Secondary Education; *Emergency Programs; *Intervention; Natural Disasters; Personal Narratives; *School Psychologists; *Violence; Workshops

Within the last decade, the role of the school psychologist has been changing as a result of the impact of disasters and increasing violence in schools and communities. This workshop was designed to help school psychologists prepare for and intervene in disasters in their school communities. The goals were: (1) to encourage school psychologists to broaden their roles to include crisis intervention as an essential part of their service deliveries; (2) to learn how intervention can give clues to prevention; (3) to share information about disasters; and (4) to provide participants the opportunity to prepare for disasters and assess their feelings that may affect their service delivery. A chart details the four phases of survivors' emotional reactions to disasters and several key concepts of disaster mental health are explained. Also included is a personal account of one mental health disaster volunteer's experiences and the lessons learned. The importance of learning ways to take care of themselves is stressed for the disaster mental health worker in order to prevent them from becoming secondary victims of a disaster. (Contains 27 references.) (JDM) purposes. (Contains 34 references.) (JDM)

ED 452 484 CG 030 930

Hudley, Cynthia

Perceived Behavioral and Academic Competence in Middle Childhood: Influences of a Community-Based Youth Development Program.

SPONS. AGENCY- California Wellness Foundation.

PUB DATE- 01

NOTE- 30p.; Paper presented at the Annual Conference of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Adolescents; *After School Programs; Aggression; Elementary Education; *Interpersonal Competence; Longitudinal Studies; Program Development; Public Housing; Self Concept; Social Attitudes; *Youth Programs

IDENTIFIERS- California (South); 4 H Programs

This paper reports findings from a longitudinal study that investigated ways in which a comprehensive youth development program could support social and academic competence and reduce aggression in middle childhood for students living in public housing. Children residing in public housing complexes in southern California who participated in a 4H Afterschool Activities Program were compared with another group of resident children who did not participate in 4H. Measures of perceived academic and social competence were completed by the students, their teachers, and their primary caretakers. The results demonstrated the stronger program effects for perceived behavioral competence than for academic competence. Findings are discussed in terms of the need for explicit programmatic emphasis on the development of academic competence in participants, similar to the current program emphasis on school appropriate behavior. (Contains 7 figures and 27 references.) (JDM)

ED 452 485 CS 014 191

Blachman, Benita A.; Ball, Eileen Wynne; Black, Rochella; Tangel, Darlene M.

Road to the Code: A Phonological Awareness Program for Young Children.

SPONS. AGENCY- National Center for Learning Disabilities, Inc., New York, NY.

PUB DATE- 00

NOTE- 391p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Beginning Reading; Elementary School Students; Instructional Materials; Kindergarten Children; Lesson Plans; *Phoneme Grapheme Correspondence; Primary Education; *Reading Difficulties; *Reading Instruction; Reading Skills; Spelling Instruction

IDENTIFIERS- *Phonological Awareness

In order to help kindergartners and first graders who need extra work on their literacy skills, this book offers a plan for teaching phonemic awareness and letter sound correspondence. The plan in the book is a developmentally sequenced, 11-week

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Foreign Countries; *Literacy; *Reading Instruction; *Reading Programs; Reading Research
IDENTIFIERS- *Japan

This study examines the growing trend of reading movements in Japan and their origins. There are three main movements: Animacion a la Lectura; Ten-Minutes Reading in the Morning; and Reading Aloud by Parents in schools. This paper reports on the three movements from a review of the literature, personal observations, and practice. The paper discusses the historical and cultural background in Japan to inquire into relationships between these movements and systems or curricula of reading education. It states that three questions were used as research issues: (1) What should be done to promote students' reading regularly in daily life? (2) What should be done to encourage students to read critically? and (3) What should be done to change the curricula of the teaching of reading? It also states that the aim is to change the teaching of reading in Japan in the near future through practice in the growing trend of reading movements. (NKA)

ED 452 507 CS 014 371

Bercik, Janet
Promoting Balanced Instruction for New Teachers: Issues, Needs, and Strategies.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the International Reading Association (46th, New Orleans, LA, April 29-May 4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Elementary Secondary Education; *Instructional Effectiveness; *Preservice Teachers; *Reading Instruction; *Teacher Education
IDENTIFIERS- *New Teachers; Teacher Support Groups

Research indicates that new teachers need support that is ongoing, that provides them with additional strategies and ways to adjust to the curriculum that they are teaching. The things to think about as the issue of "balance" in the classroom is addressed are: How do new teachers effectively create this classroom? Who is responsible for assisting them? Why are colleges of education not doing this? This paper first considers thoughts relative to what is being done in college classrooms. According to the paper, future teachers, when talking to their advisor on a personal level, indicated the difficulty they had meeting what they knew was "good reading teaching" and meeting all the demands set down by their districts and the state-mandated testing programs. The paper discusses issues which colleges of education have in preparing teachers; issues of reading group management; and issues of strategies for the novice teacher--personalized strategies that will encompass the group. The paper concludes that it is critical that educators continue to use a solid research base, and examine and discuss what is occurring in schools around the state and across the country--these needs must be combined because preservice teachers are receiving jobs around the country. A list of new teacher concerns is appended. (NKA)

ED 452 508 CS 014 372

(Bonnie Campbell Hill, Nancy J. Johnson, and Katherine L. Schlick Noe, 1995). The guide is divided into three broad sections. The first section--Teaching Suggestions and Forms--contains the following parts: (1) Literature Circles Organization; (2) Oral Response: Discussions; (3) Written Response: Journals; (4) Extension Projects; (5) Families and Literature Circles; and (6) References. Under the second section--Sample Book Lists--contains the following parts: (1) Primary Book Lists; (2) Intermediate Book Lists; (3) Upper Intermediate/Middle School Book Lists; and (4) Sample Author Studies. The third section--Bibliography of Professional Resources for Literature Circles--contains the following parts: (1) Professional Resources on Literature Circles and Response; (2) Professional Book Publishers; and (3) Web Site Resources for Literature Circles. (NKA)

ED 452 527   CS 217 349

Cusack, Margaret S.
Teaching To Learn: Reflections on Risk-Taking. Bill Harp Professional Teachers Library.
PUB DATE- 01
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Elementary Education; *Journal Writing; *Language Role; *Reflective Teaching; Student Needs; *Teacher Role
IDENTIFIERS- Personal Experiences; *Teaching Perspectives; Vignettes

This book is a discussion of teaching as learning--rooted in the author's personal history as a teacher and learner, and offered as one story among many to help other teachers ask questions about their own practice. The book is not intended to be a manual or a step-by-step guide for use in the classroom. Instead, it emphasizes the triumphs that come occasionally after long hours and days of hard work and tentative optimism. A central theme in the book is the author's increasing awareness of the importance of language as a tool in building community and thoughtful learning. Each chapter in the book contains classroom vignettes and personal reflections; a series of questions, intended as topics for journal writing or discussion, follows at the end of each section. Chapters in the book are: (1) Let in the Light; (2) Continuing the Dialogue; (3) The Reading-Writing Workshop; (4) Building a Curriculum with Students: A Play; (5) Reform on Demand: Two Cases in Point; (6) Math Time: "Take Out Your Writer's Notebooks, Please!"; (7) The "A" Word: How We Stand Accountable; and (8) Heading Home. Contains 29 references. (NKA)

ED 452 528   CS 217 350

Barton, James
Teaching with Children's Literature. Bill Harp Professional Teachers Library.
PUB DATE- 01
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

IDENTIFIERS- *Author Text Relationship; California State University Los Angeles; Developmental Students; Summer Bridge Program

While research papers may hold unique challenges for all writers, they are especially daunting for "less experienced" writers because these students often come to college without ever having written a research paper. A study examined several research papers written by students who took part in the Summer Bridge program at California State University at Los Angeles which is designed to help students who are conditionally admitted to the university. A subset of 25 portfolios was selected randomly from among all that year's Summer Bridge portfolios, but with about the same numbers of portfolios from males and females and the university's ethnic composition reflected in the selection. Of the 25 read initially, 5 were chosen to analyze in depth. This paper discusses in detail two of those five, finding that some form of "patchwriting" was used in all five of the research papers studied. The paper explains that "patchwriting" is considered by some scholars as a stage of writing development in which students are exploring different ideas but have not absorbed them thoroughly enough to put them into their own words. It notes that it is helpful for many students to use this technique as they start writing at the college level in order to try to understand what the authors of their texts believe and to begin to take on the language of the discourse community. The paper concludes that students need their instructors' help to learn how to respond in ways that keep them from being susceptible to accusations of plagiarism. (NKA)

ED 452 548   CS 217 513

Johnson, Peggy; Mutschelknaus, Mike
Disembodied Spirituality: Conflicts in the Writing Center.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, Colorado, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Interdisciplinary Approach; *Spirituality; *Student Needs; *Writing Assignments; *Writing Laboratories
IDENTIFIERS- Enneagrams; Personal Writing; *Saint Marys University of Minnesota; Tutor Role; Tutor Training

Noting that at Saint Mary's University (where the authors teach) the issue of spirituality is in the forefront of education and is seamlessly woven into required courses throughout four years of college in an attempt to "enhance students' spiritual and personal lives," this paper positions writing centers as a place for student inquiries about their spirituality. The paper states that one avenue of spiritual study is through the University's Interdisciplinary Program, a required course sequence intended to address the theme of understanding the human condition--students and faculty in this core curriculum are considered co-learners who value discussion, in-depth analysis, questioning, and critical thinking. It explains that central to these courses are writing assignments that serve the purposes of using writing as a tool for learning as well as helping students learn to write. According to the paper, however, almost 20% of students believe they cannot meet

IDENTIFIERS- *Lifelong Readers

Fostering the lifelong habit of reading is a vitally important goal that educators should embrace. When teaching and learning are connected to lifetime literacy efforts, students are in a better position to learn effectively and to develop the love of learning. Many teachers and administrators have demonstrated a keen interest in helping their students become not only proficient readers but also lifetime learners. This paper uses a question-and-answer dialogue to generate a rationale for supporting the lifetime reading habit in school. The paper discusses why lifetime literacy efforts are important; what is needed to encourage students to develop a love of reading; how teachers can motivate children to read for pleasure; how teachers can provide a balanced program that considers both lifetime literacy and skills instruction; how teachers can foster lifetime literacy in learners who are struggling with literacy; and what some of the obstacles are for educators working toward the goal of supporting lifetime literacy efforts. Contains 26 references. (NKA)

ED 452 567 CS 217 542

Velasco, Kelly; Zizak, Amanda
Improving Students' Word Analysis Skills by Implementing "Working with Words" from the Four Blocks of Literacy Program.
PUB DATE- 01
NOTE- 74p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Grade 2; Grade 3; *Instructional Effectiveness; Primary Education; Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Skills; *Word Recognition
IDENTIFIERS- Reading Fluency

This report describes a program for improving word analysis skills in order to increase sight reading, reading accuracy, and fluency. The targeted population consisted of second and third graders in a suburban area close to a large metropolitan city in a Midwestern state. The problems of low word analysis skills were documented through Qualitative Reading Inventory-II running records, and teacher surveys. The following are some of the probable causes for low word analysis skills. First, there is a lack of consistency in phonics instruction in the primary grades. Next, some students come from low economic backgrounds. Also, many students have another language as their first language. Finally, some students may not receive early interventions to prevent problems with reading skills. After reviewing the solution strategies and analyzing the problem setting, it was determined to implement the block "Working with Words" from the "Four Blocks of Literacy" program. "Working with Words" includes lessons that are multisensory and multilevel. Multisensory teaching is when students learn in an auditory, visual, kinesthetically, and tactile way. Multilevel means that the lessons reach the different levels of the students in the classroom. It will be taught to second and third grade students daily during reading instruction. Post intervention data indicated an improvement in students' independent, instructional, and frustration reading levels. The students performed at a higher level on the posttests of high frequency words and leveled texts. Contains 55 references and 10 tables of data. Appendixes contain the teacher survey

Responsibility; *Leadership Training; *Principals; *Professional Development
IDENTIFIERS- Florida Atlantic University; *University Council for Educational Administration

This essay argues in favor of extending the social construction of the role of the principal to include dot.com values and experiences, while being alert to identifying those values and experiences that are potentially educative. The premise is that the practical lived experiences of educators, particularly school administrators, are too narrow for professionalization as practiced outside schools. Therefore, what is recommended is a broader perspective of educational leadership as a field that encompasses new roles for principals, superintendents, professors, and policymakers, along with a concurrent shift in change and implementation strategies derived from policymaking to an innovative redevelopment strategy derived from pedagogy. (Contains 16 references.)(Author/TEJ)

ED 452 585 EA 030 933

Bogotch, Ira E.
Educational Leadership and Social Justice: Theory into Practice.
PUB DATE- 00
NOTE- 14p.; Earlier version of paper presented at the Annual Meeting of the University Council for Educational Administration (UCEA) (Albuquerque, NM).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Educational Change; Elementary Secondary Education; Justice; *Leadership Styles; Political Issues; Postmodernism; *School Community Relationship; *Social Attitudes; *Social Environment; Social Problems; Social Structure; *Social Theories; Social Values; *Theory Practice Relationship
IDENTIFIERS- *Dewey (John)

Connecting theory and practice to the moral use of power reveals why social justice, as an educational intervention, is relevant in every era. Social justice requires ongoing struggle and cannot be separated from the educational theories and practices of professionals, schools, academic disciplines, and governmental agents. Insights from John Dewey illuminate the importance of creating an educational community with multiple perspectives on social justice, in contrast to the quasi-heroic discourse of strong leaders with vision. Contemporary efforts to apply Dewey in education demonstrate the need to incorporate many differing constituencies and visions of social justice. Individualist perceptions of justice stand in contrast to this pluralistic perspective, placing the emergence of justice on the shoulders of risk-taking visionaries, whether as educational reformers or revolutionaries. Dewey's social reconstructivist vision focused on building social justice today, in the practical tasks of daily life, rather than in the future. This orientation resonates with the postmodern turn in academia that strives for justice through critique, example, and practice, instead of elaborate proofs of truth in pursuit of future justice. Social justice has many meanings, presenting leaders with the ongoing challenge of creating social and political spaces for advocates and outlaws, both in and out of schools, to explore and make explicit the connections between subjective meanings of social justice. As a continuous social construct, educational leadership cannot be one design, one unscheduled meetings, and conferences. These findings indicate that preparation programs need to train elementary school principals to cope successfully with a role characterized by brevity, variety, and fragmentation. Principals need also to be taught how to manage by walking about, supervise human resources, perform office-related tasks efficiently, involve parents in their children's education, and improve education. (Contains 16 references.) (DFR)

ED 452 605 EA 030 995

Williams, J. Fred; Robinson-Horne, Jacquelyn P.
Impact of Investment in Education and Training on Performance in Production, Quality and Safety.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Educational Economics; Educational Finance; Educational Responsibility; Elementary Secondary Education; *Job Training; *Professional Training; Public Schools; *School Business Relationship; *Time Factors (Learning)

This paper reports on a study that sought to determine the relationships between investment in education and training and performance in production, quality, and safety in manufacturing companies in northeast Alabama and northwest Georgia. The study also examined whether company size was a factor in predicting the ratio of the investment. One hundred and eight questionnaires from manufacturing companies with 50 or more employees were included in the study. These questionnaires supplied information about the companies; how the companies performed in production, quality, and safety; and the investment in education and training. The study confirmed the findings of the literature survey that not enough attention has been paid to the financial accountability of the education and training functions with manufacturing concerns. Results also supported the conclusion that there had been little systematic effort in neither the manufacturing industry nor academia to generate and gather empirical evidence concerning the veracity of the evaluation process and the contribution of education and training to the bottom line in manufacturing companies. Consequently, there appears to be a lack of understanding and appreciation for the contribution of education and training to business success. (Contains 28 references.) (DFR)

ED 452 606 EA 030 997

Ausbrooks, Carrie Y. Barron
How Equal Is Access to Charter Schools?
PUB DATE- 01
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Admission Criteria; *Charter

The Effect of Sensory Integration Treatment on Children with Multiple Disabilities.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (24th, Hilton Head Island, SC, February 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Children; Mental Retardation; *Multiple Disabilities; *Outcomes of Treatment; Perceptual Motor Learning; Primary Education; *Sensory Integration; *Sensory Training; *Therapy

Six children with multiple disabilities (ages 5 to 8) participated in this evaluation of the effect of sensory integration treatment on sensorimotor function and academic learning. The children had cognitive abilities ranging from sub-average to significantly sub-average, three were non-ambulatory, one had severe behavioral problems, and each displayed characteristics of sensory integrative dysfunction including tactile dysfunction, proprioceptive dysfunction, and vestibular dysfunction. The sensory integration treatment, developed with an occupational therapist, included individual activities (such as daily massage), group activities, and individual seat work. Treatment was provided for 50 minutes daily for 9 weeks. Although a statistically significant gain on a measure of sensorimotor function was found, these gains did not result in notable improvement in academic learning or sensorimotor function as observed by the teacher. (Contains 23 references.) (DB)

ED 452 625 EC 308 382

Din, Feng S.; Martino, Marilyn C.
Change the Oppositional-Defiant Behavior with the Barkley Program.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (24th, Hilton Head Island, SC, February 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Case Studies; Intermediate Grades; Males; *Outcomes of Treatment; Performance Factors; *Program Effectiveness; Program Evaluation

This study investigated whether the Barkley behavior change program was effective in changing oppositional-defiant behavior of a 12-year-old, male student. The Barkley program uses an applied behavior analysis approach with daily assessment and reinforcement. Weekly meetings were held between the student's parents and the school psychologist at which the parents were taught the procedures of the 10-step program. The study used a pretest, treatment, posttest design, and also a continuous measurement of daily behavior at school. The treatment lasted for 5 months. Results indicated statistically significant improvement in the student's behavior, and records from the daily behavioral measurements also indicated notable improvement. Observations from the student's parents and classroom teacher verified this improved behavior. (Contains 26 references.) (DB)

ED 452 626 EC 308 383

ED 452 644 EC 308 401

Coyne, Nancy M.; Dwyer, Mary L.; Kennedy, Marianne; Petter, Nancy M.
The Effects of Systematic Implementation of Music on Behavior and Performance of the Special Needs Student.
PUB DATE- 00
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Behavior Modification; Classroom Techniques; Elementary Secondary Education; *Mental Retardation; Multiple Disabilities; *Music; Music Activities; *Music Therapy; Preschool Education; *Severe Disabilities; Special Education; Teacher Researchers; *Time on Task

This action research project investigated the effects of music on the behavior and performance of students (ages 3-21) with multiple disabilities, mental retardation, or severe mental retardation in four self-contained special education classrooms. The teacher researchers involved in the study made no assumptions with regard to the outcomes. It was hoped that music would provide a variety of positive outcomes on students' learning and attitudes, a calming effect on students with mercurial behaviors, an energizing effect on students with low affect, a reduction of disruptive self-stimulatory behavior, and an increased ability to focus on a task. The intervention involved playing the music to alter the climate of the classroom. Music was an additional component to regular classroom procedures. Data collection included anecdotal records, direct teacher observation, and student interviews. In all four classrooms, music proved itself to be a powerful tool in altering student behavior. A reduction was observed in volume of the participants' voices. Out of seat behavior decreased. In a single case, there was a light reduction in self-stimulatory behavior. The teachers involved in the study will continue to use classical, 60 beat per minute selections during various activities. (Contains 37 references.) (Author/CR)

ED 452 645 EC 308 403

Georgia Compliance Review Self-Study FY 01.
PUB DATE- 00
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Compliance (Legal); Confidentiality; *Disabilities; Due Process; Educational Legislation; Elementary Secondary Education; *Evaluation Criteria; *Federal Legislation; Individualized Education Programs; Private Schools; *Program Evaluation; School Responsibility; Self Evaluation (Groups); Special Education; Staff Development; *State Regulation; Student Placement
IDENTIFIERS- *Georgia; Individuals with Disabilities Educ Act Amend 1997

Intended for evaluation of local compliance with special education federal and state legal requirements, this compliance review document includes both the compliance requirements and the criteria by which compliance is determined during the onsite compliance review of Georgia local school systems and

Reauthorization of P.L. 99-457, which became the Individuals with Disabilities Act Amendments of 1991, mandated the establishment of the Federal Interagency Coordinating Council (FICC) in order to help mobilize all available resources to assure appropriate services for the nation's infants and young children with disabilities and their families. This issue of the "Early Childhood Bulletin" describes the work of parents on the FICC. Each parent on the FICC has a work plan to reach out to State ICCs (SICCs), state ICC parents, and other parent leaders in the states assigned to them. In addition to introducing these parents, this issue describes the history and mission of the FICC and reports on the work done by FICC parents in a meeting with state ICC parents held in Washington, D.C. in November 1996. The paper describes two major concerns discussed by the group as a whole, including: (1) issues of confidentiality; and (2) issues of support for parents serving on state and local councils. Also included are an FICC overview (Connie Garner), a short biographical sketch of Judith E. Heumann, Assistant Secretary of the Office of Special Education and Rehabilitative Services, and comments by Congressman Major Owens on the importance of Parent Training and Information Centers. (SG)

ED 452 664 EC 308 510

Popper, Barbara K.
Enhancing Family Roles in EI Programs.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 97
NOTE- 6p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Coordination; Delivery Systems; *Disabilities; Early Intervention; Educational Policy; *Financial Support; *Parent Empowerment; *Parent Participation; Policy Formation; Preschool Education; Services; Special Education
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

Input from a variety of viewpoints is essential in complex policy discussions. Families serving on local interagency coordinating councils (LICCs) and state interagency coordinating councils (SICCs) should reflect the diversity of families served within the early intervention or preschool service system with respect to income level, ethnicity, gender, age and diagnosis of child. There are a variety of ways in which parents can get involved, from volunteering, to receiving reimbursement for their work, to being hired as part or full time consultants. More and more states are developing realistic reimbursement policies and simple procedures for requesting cost reimbursement in order to help create a level playing field for all families. A number of state programs are also hiring parents as liaisons or consultants to help weave the family perspective into the work of the agency. This involves specific challenges such as training and support for the parent/consultant, ensuring job security, and helping parents adapt to their new roles. There are a growing number of parents with experience in all of these roles to seek out for advice and support. This article reflects discussions about these issues at ICC parent meetings and conference calls coordinated by NECTAS (National Early Childhood Technical Assistance System) in 1995 and 1996. (SG)

ED 452 665 EC 308 511

ED 452 686 EF 005 911

Slagle, Mike

GIS in Community-Based School Planning: A Tool To Enhance Decision Making, Cooperation, and Democratization in the Planning Process. Revised.

PUB DATE- 00

NOTE- 33p.; Presented to the Stein & Schools Lecture Series: Policy, Planning, and Design for a 21st Century Public Education System (Ithaca, NY, March 3, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cooperative Planning; *Decision Making; *Educational Facilities Planning; Elementary Secondary Education; Guidelines; Public Schools

IDENTIFIERS- *Geographic Information Systems

This paper examines Blue Valley School District's (Overland Park, Kansas) use of geographic information systems (GIS) to help it manage and plan for rapid growth and development areas. The GIS program helps school districts realize several planning related benefits that include an increase in the cooperative planning activities among stakeholders in the school planning process, achievement of a democratization level utilizing GIS technologies, and improvement in the planning process for school district residents, the Planning and Facilities Committee, and the school district's administration. Appendix contains 28 references. (GR)

ED 452 687 EF 005 915

Federal Interagency Committee on Aviation Noise (FICAN) Position on Research into Effects of Aircraft Noise on Classroom Learning.

PUB DATE- 00

NOTE- 9p.; Produced by the Federal Interagency Committee on Aviation Noise, Washington, DC.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; *Noise (Sound); Public Schools; *School Effectiveness

IDENTIFIERS- *Aircraft; *Federal Interagency Committee on Aviation; Learning Environment; Research Results

This symposium report presents a summary of research on the affect of aircraft noise on the classroom environment revealing that aircraft noise can interfere with learning in the following areas: reading, motivation, language and speech acquisition, and memory. The strongest findings are in the area of reading, where more than 20 studies have shown children in noise impact zones are negatively affected by aircraft noise. Additionally, summaries of studies are provided showing negative impacts of aircraft noise on memory and cognitive performance as measured by standardized test scores. The paper concludes with brief descriptions of where more research is needed and recommendations from the Federal Interagency Committee on Aviation Noise. (GR)

ED 452 688 EF 005 916

Klein, Stephen; Perrault, Mark; Teachout, Sara; Hilgendorf, students fail to exit ESL programs even after 7 years is a serious issue facing many urban school systems with limited resources. This paper explores what it means for all the students who remain permanently in LEP programs or continue to be labeled as such. What happens academically to these students, and what kind of futures they have is rarely addressed or seriously discussed in the field. It is concluded that while there are certainly other relevant factors affecting these long-term LEP students, there is evidence that continuing BE/ESL programs does not improve academic performance and that such learners usually lack higher order thinking skills necessary to perform well on norm and criterion-referenced assessments. Other conclusions are drawn and policy implications discussed. (KFT)

ED 452 710 FL 026 683

Hijirida, Kyoko; Ishida, Kazutoh; Yamamoto, Yuko
Integration of National Standards in a Japanese Language Classroom. Guidebook.
SPONS. AGENCY- United States-Japan Foundation.
PUB DATE- 99
NOTE- 19p.; This document consists of a 30-minute videotape and audiotape about an available guidebook. Copyrighted by Consortium for Teaching Asia and the Pacific in the Schools (CTAPS) at the East-West Center.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Academic Standards; Classroom Environment; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *Japanese; Language Planning; *Language Teachers; Native Speakers; *Preservice Teacher Education; Professional Development; *Second Language Instruction; Second Language Learning; Videotape Recordings
IDENTIFIERS- Japan

The main purpose of this videotape and guidebook is to familiarize pre-service and in-service teachers of Japanese with the "five C" goals (communication, cultures, connections, comparisons, communities) of the Japanese National Standards and the concept of learning scenarios. The first half of the videotape explains the standards for each of the "five C" goals and illustrates each with corresponding scenes from actual classrooms at various levels. The second half presents an example of a learning scenario in an elementary Japanese classroom. An available guidebook assists the viewers of the videotape in deepening their understanding of the Japanese National Standards by providing pre-viewing and post-viewing activities for the audience. It also supplements the videotape with additional examples and suggestions, which may be helpful when actually implementing the standards into classrooms, or for teacher education courses and staff development. (KFT)

ED 452 711 FL 026 684

Thomas, Erik R.
Reevaluating and Refining Peripherality.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of New Ways of Analyzing Variation (NWAV) (29th, East Lansing, MI, October 5-8, 2000). Figures may not reproduce adequately.
LANGUAGE- English

DESCRIPTORS- Class Activities; College Students; *Educational Objectives; Educational Strategies; *English (Second Language); Ethnic Bias; *Ethnic Stereotypes; Foreign Countries; Higher Education; *Mexicans; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- *Mexico

This paper considers how teachers can deal with stereotypes in the classroom as they relate to foreign language learning goals, specifically the negative ethnic and cultural stereotypes held by Mexican university students about Americans and Canadians. It presents data concerning the emergence of stereotypes from various studies carried out in Mexico and Canada. Bias surrounding the learning of English by Mexican university students surfaced in the negative stereotypes held by these students of speakers of the language. Students experience a dilemma when they perceive the English language as inseparable from its speakers and their cultures, knowing at the same time that the language has international status and that it is key to their future success. Research indicates that the most productive thing for teachers to do is to not focus on trying to eliminate, challenge, or modify these stereotypes but rather become more conscious of them and be able to discuss them with students in order that their prejudices not get in the way of learning English. (Contains 34 references.) (KFT)

ED 452 730   FL 026 703

Yang, Hua; Murray, Wayne
Graduation Requirements and Course Taking Patterns of LEP Students: How State and Local Regulations Affect Secondary LEP Students' Transition to the Mainstream Program.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Board of Education Policy; *English (Second Language); *Graduation Requirements; Immigrants; Language Minorities; *Limited English Speaking; *Mainstreaming; Politics of Education; Second Language Instruction; Second Language Learning; Secondary Education; Standardized Tests; State Programs; State School District Relationship; *State Standards; Statistical Analysis; Student Evaluation
IDENTIFIERS- Dallas Independent School District TX

The rapid increase in the number of limited-English- proficient (LEP) students in U.S. schools is due not only to immigration, but also to the inability of LEP students in existing bilingual and English-as-a-Second-Language programs to meet the criteria for entering the mainstream classroom. In the Dallas public schools, nearly half of all LEP students have been in such programs more than 7 years, due to an average annual exit rate of under 10%. The majority of these students were born in the United States. Data also indicate that staying in the LEP program does not help improve academic scores. This study concludes that the new policy of raising requirements for high school graduation and aligning ESL courses to English courses to encourage districts to integrate the ESL program with the mainstream education program is the most effective means for mainstreaming LEP students. There are four reasons for this including the following: (1) It is more directly linked to instruction and course offerings and therefore has a direct impact on teaching; (2) By breaking barriers between the LEP program and the rest of the school, it improves the educational

This paper describes the professionally oriented Masters of Education degree program at Simon Fraser University, British Columbia (BC), Canada, a program that provides graduate education to cohorts of nontraditional adult learners using the idea of transformational learning. For the past several years, Simon Fraser University has offered a model M. Ed. Degree program to groups of students based in several BC communities far removed from the home campus. The approach is unique because it is a cohort model, open to nontraditional students who don't always fulfill the normal graduate entrance requirements. The program fosters a transformative leadership emphasis so as to enhance participants' self-perceptions as active learners and leaders of change in the organizations and institutions in which they work. All of the students in the local cohort groups are education professionals with at least 5 years experience as educators. The program itself consists of a 2-year (six semester) series of courses taught (usually on alternate weekends) in students' home areas followed by a comprehensive examination. The middle of each program is a 6-week summer residential session where students from the various cohort groups mix in a variety of courses held at the Simon Fraser home campus. The courses are those one would normally expect in an education graduate program, but the concluding graduate seminar and the form of the comprehensive examination distinguish this program from others. The graduate seminar promoted the idea that a deeper understanding of adult educator's professional development can be based around self-directed learning, critical reflection, and transformational learning. The comprehensive examination, written over 2 weeks at the end of all coursework, is a structured opportunity for students to choose one aspect of their studies and explores it in greater depth and from a variety of perspectives. The approach taken in this program is congruent with educational practices identified as most effective for adult learners by a study by the Council for Adult and Experiential Learning (1999). (Contains 49 references.) (SLD)

ED 452 751 HE 033 966

Streveler, Ruth A.; Miller, Ronald L.; Boyd, Thomas M.
Using an On-Line Tool To Investigate Chemical Engineering Seniors' Concept of the Design Process.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Seniors; *Design; *Engineering; Higher Education; *Multidimensional Scaling; *Online Systems; Research Methodology

In this study, multidimensional scaling (MDS) was used to measure how 23 chemical engineering seniors categorized key design terms at the beginning and end of a capstone design course. An on-line method was developed to collect the MDS data. The results suggest that some important design concepts were not well understood, even at the end of the semester. Results of the MDS cluster analysis were used to help indicate where students had accurate knowledge of engineering design and where their knowledge was incomplete. The instructional implications of these results are discussed. (Contains 3 figures and 12 references.) (SLD)

*Educational Policy; Educational Research; Higher Education; Models; *Nontraditional Students; Outcomes of Education

This paper considers the body of research on adult learning and adult college experiences and outcomes that can inform the planning, development, and evaluation of accelerated degree programs. It addresses many of the issues confronting faculty and administrators as they design accelerated programs using a model of college outcomes developed to explain adult learners' experiences in college. The model, which offers a way of describing and understanding the experience for adults and nontraditional students, consists of: (1) prior experience and personal biographies; (2) psychosocial and value orientations; (3) adult cognition; (4) the connecting classroom; (5) life-world experience; and (6) college outcomes. The model was supplemented by research that asked adult students to define success in learning and in college and to identify the factors that led to their perceived success. These findings were used to develop a set of principles to help college administrators design programs that foster the best results. These principles are grouped according to the components of the model of college outcomes. These principles emphasize considering the past experiences of adult students and designing instruction to emphasize the connections between present instruction and past experience. (Contains 16 references.) (SLD)

ED 452 772 HE 033 991

Johnson, Kirk; Inoue, Yukiko
From Theory to Practice: An Analysis of Multicultural Education in an American Pacific Island University.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Asian Studies on the Pacific Coast Conference (Monterey, CA, June 8-10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; Higher Education; *Institutional Characteristics; Minority Groups; *Multicultural Education; *Pacific Americans; Teacher Education; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Guam

This study explored multicultural education at a minority university in the Pacific, the University of Guam. The study represented Phase 2 of a research project that began in 1999 with the goal of further understanding the practice of multicultural pedagogy in higher education. Phase 1 measured the attitudes and perceptions of faculty members toward diversity and multiculturalism, while Phase 2 attempted to narrow the focus to the actual practice of multiculturalism in the classroom and curriculum. Through a survey completed by 65 faculty members (33% of the faculty) and descriptive analysis, a picture emerged of the link between perception and actual practice. It was found that faculty ranked high on their willingness to engage and incorporate multicultural strategies in their teaching. Many often did not feel, however, that they had the skills or knowledge to do so. Many also felt that they were not well equipped to deal with a multicultural environment. While the data suggest that many are willing and open to diversity and multiculturalism, the faculty harbor ethnocentric belief systems. It is argued that what seems like contradiction, is more likely to be the leaking of underlying attitudes and beliefs in an environment influenced by political correctness. (Contains 7 tables and 31 references.) (Author/SLD)

New York," a collaborative distance education initiative involving three units of the State University of New York from conception through proposal to implementation. The case study traces how such innovations are introduced and how the means of introduction affect the success of implementation and the potential for sustainability. Nine research questions framed the study, focusing on the decision to implement EASTNET and the communication involved in its implementation. Data sources included related printed materials and interviews with key informants from the State University of New York System Administration, the University at Albany, and the College at Oswego. Decision makers, proposal authors, and faculty were contacted and asked to participate in the study. Data were analyzed to see if patterns emerged that indicated similarities or dissimilarities in the responses between administrators and faculty or between institutions. Findings suggest that distance education may be the most rapidly growing form of postsecondary education. A culture change may be required as higher education reaches out to students at different times and places, and changes in how teachers teach and how students learn may be required as interactions between teacher and students and among students may be redefined. Colleges and universities cannot deny the existence and potential of distance education and the expanding educational market. Appendixes contain interview questions and a letter to key informants. (Contains 89 references.) (SLD)

ED 452 793   HE 034 014

Holdback of HEFCE Grant, 2001-02. Report.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Enrollment; *Financial Support; Foreign Countries; Higher Education; Resource Allocation; *Student Recruitment
IDENTIFIERS- *England

The Higher Education Funding Council for England has a funding agreement with each institution that it funds that specifies the targets relating to student numbers that the Funding Council expects the institution to meet. This document explains the action the Council will take if institutions do not meet their targets for 2001-2002. The constraints on recruitment within the funding agreements are outlined. To achieve the student number objectives, the Higher Education Funding Council will withhold grants from an institution that: (1) is found to have a level of assumed resource above its contract range; (2) recruits more than a permitted margin above its maximum student number; (3) does not deliver the expected growth arising from a bid for additional funded places; or (4) under-recruits against its contract full-time equivalent for medicine and dentistry. (SLD)

ED 452 794   HE 034 015

O'Sullivan, Marie, Ed.
Academic Year Abroad, 2001: The Most Complete Guide to Planning Academic Year Study Abroad.
PUB DATE- 01
NOTE- 741p.; For the previous edition, see ED 441 375. For a

presents both a risk and an opportunity for people with disabilities. The imminent risk is that non-inclusive design of the digital campus will irreparably widen the digital divide within higher education, to the detriment of learners and educators with disabilities as well as to society as a whole. The opportunity is to use emerging tools and technologies to create more learner-directed, flexible, multi-modal learning environments, thereby reducing barriers and advancing education for all learners. This paper presents the perspectives of two centers of expertise on inclusive teaching and learning: ATRC (the Adaptive Technology Resource Center) at the University of Toronto, and Project EASI (Equal Access to Software and Information), a core activity of the TLT Group, the Teaching, Learning and Technology affiliate of the American Association for Higher Education. Initiatives that reduce barriers and advance educational practice are discussed, and strategies for harnessing the patterns of "converging and emerging" trends to create a more accessible education environment are proposed. (AEF)

ED 452 813 IR 020 621

Klonoski, Ed
Consortial IT Services: Collaborating To Reduce the Pain.
PUB DATE- 00
NOTE- 12p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000), see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Computer Assisted Instruction; *Consortia; *Distance Education; Educational Development; Educational Technology; Higher Education; *Information Services; *Information Technology; Program Development; *State Programs
IDENTIFIERS- Connecticut

The Connecticut Distance Learning Consortium (CTDLC) provides its 32 members with Information Technologies (IT) services including a portal Web site, course management software, course hosting and development, faculty training, a help desk, online assessment, and a student financial aid database. These services are supplied to two- and four-year institutions, both public and private. The $2.5 million budget comes mostly from the legislature, as well as from fees. This paper describes the IT services, infrastructure, budget, and successes of the CTDLC with the aim of providing a model for schools looking to expand their learning technologies while containing costs of development and maintaining pedagogical effectiveness. Discussion focuses on detailing services, costs, growth rate, and future plans of the CTDLC, and concludes with advantages to using a consortial approach to IT development. An appendix charts the increase in number of distance learning courses from the 1997-1998 to 1999-2000 academic years. (AEF)

ED 452 814 IR 020 622

Hengehold, Larry; Schultz, Carole
"Crossing the James River": Infrastructure for Distance Education.
PUB DATE- 00
NOTE- 13p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings

develop methods for measuring the knowledge, skills, and abilities of criminal justice personnel. JLARC staff interviewed approximately 60 Department of Criminal Justice Services staff, conducted mail surveys of regional criminal justice academy graduates and field training officers, and visited all 10 regional academies. The following were among the key findings: (1) localities provide the bulk of funding for regional academies; (2) training standards for entry-level law enforcement personnel are extensive and specific; (3) most instructors are volunteers; (4) testing policies are weak; (5) a standardized law enforcement test should be considered; (6) a driver training facility is needed; and (7) field training and inservice training should be strengthened. (Seventeen tables/figures/exhibits are included. The following items are appended: text of Virginia House Joint Resolution No. 285; academy participation and officer population by criminal justice agency; the JLARC survey instruments and tallied responses; and the response from Virginia's Department of Criminal Justice Services.) (MN)

ED 452 343 CE 080 351

State Oversight of Commercial Driver-Training Schools in Virginia. House Document No. 5. Report of the Joint Legislative Audit and Review Commission to the Governor and the General Assembly of Virginia.
PUB DATE- 98
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Agency Role; Comparative Analysis; *Driver Education; Educational Improvement; Educational Legislation; *Educational Quality; Enrollment Trends; Outcomes of Education; Postsecondary Education; Private Schools; Program Effectiveness; Program Improvement; *Proprietary Schools; Public Schools; Questionnaires; Records (Forms); Secondary Education; *State Agencies; State Legislation; State Standards; State Surveys; Statewide Planning; Tests; Traffic Accidents; Traffic Safety; Vehicular Traffic
IDENTIFIERS- *Virginia

In 1998, Virginia's Joint Legislative Audit and Review Commission (JLARC) was directed to evaluate the effectiveness of the Virginia Department of Motor Vehicle's (DMV's) oversight of commercial driver training schools (CDTS) in Virginia. The evaluation included the following research activities: mail surveys of DMV CDTS oversight staff and CDTS operators; visits to 14 CDTS; a review of the driving history data of more than 180,000 driver education graduates; structured interviews with DMV staff; observation of DMV annual audits of 7 CDTS; and document reviews. The following were among the main findings: (1) the role of CDTS is increasing; (2) accident rates of CDTS graduates are higher than those of graduates of public and private school driver education programs; (3) CDTS standards must be strengthened to facilitate oversight; and (4) DMV's oversight process should be strengthened (review of classroom and in-car training segments should be enhanced; inspections of CDTS training vehicles should be more comprehensive; and monitoring visits between annual audits are needed). Twenty-four figures/tables/exhibits are included. The following items are appended: text of Virginia House Joint Resolution No. 470; the DMV's response to the JLARC's recommendations; the CDTS audit report form; correspondence pertaining to the review; and guidelines for Virginia's driver licensing examination. (MN)

Assisted Instruction; Developed Nations; Foreign Countries; *Instructional Material Evaluation; *Integrated Curriculum; *Literacy Education; Media Selection; *Optical Data Disks; *Process Approach (Writing); Reading Difficulties; Secondary Education; *Vocational Education; Writing Instruction; Writing Processes
IDENTIFIERS- Austria; *Finland; Portugal; United Kingdom

Research was conducted to develop learning environments based on CD-ROM and printed material specifically for vocational secondary students with reading and writing difficulties. Parties to the action research were Austria, the United Kingdom, Portugal, and Finland. Finnish partners concentrated on learning environments that would diversify and improve use of existing CD-ROM programs. Eleven Finnish instructors in different fields kept diaries of their work and wrote a report on the performance of each student involved in carrying out the learning tasks. In cooperation with students, instructors developed an evaluation tool emphasizing CD-ROM program suitability for poor readers and identified 35 suitable programs, although none were developed for native language teaching. Because students often failed to take notes while using programs, a pedagogical model was developed with other easily readable material to support the CD-ROM program. Over 60 students participated in final development of learning tasks. The basic structure of the task was that the student would do the following: (1) remember what information he/she possesses about the given topic; (2) become acquainted with the operation of the CD-ROM program; (3) retrieve information from the CD-ROM program assisted by questions; (4) start to plan the essay by means of pre-gathered information, turning it into a mind map; (5) write the essay using the mind map; (6) use the spellcheck function to make corrections; and (7) print it or send it to the instructor by e-mail. (YLB)

ED 452 361 CE 081 621

Sandler, Martin E.
Perceived Stress and an Elaborated Structural Model of Adult Student Persistence: An Examination of Financial Aid, Financial Satisfaction, Intent To Persist and Persistence.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Adult Education; *Adult Students; Adults; Attendance; Decision Making; Educational Research; *Financial Needs; Financial Problems; *Grade Point Average; Higher Education; Individual Characteristics; Models; *Nontraditional Students; Path Analysis; School Holding Power; Stopouts; Stress Management; *Stress Variables; Student Financial Aid; Time to Degree

Researchers used cross-sectional survey research to reexamine the problem of adult persistence within undergraduate degree programs. They identified a variable--perceived stress--that permitted a richer explanation of the process of student persistence. A model was presented that examined the attitudinal and behavioral impacts of unmet need, financial aid, financial satisfaction, financial difficulty, and academic performance while maintaining a loosely coupled conceptual kinship to the integrated model of student persistence of

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Career Guidance; Education Work Relationship; Educational Finance; *Educational Needs; *Employment Patterns; Employment Programs; *Futures (of Society); High School Graduates; Job Placement; *Job Training; Labor Force Development; Labor Market; Labor Needs; Postsecondary Education; Public Policy; Skilled Occupations; *Statewide Planning; *Technical Education
IDENTIFIERS- *Minnesota

In the face of the emergence of a global, technology-driven, skills-based economy and a continuing shortage of skilled labor in Minnesota, a study examined the development of a world-class training system for the state's workers and businesses. The study found the following: (1) there is an urgent need to address the high-skill needs of both employers and workers; (2) in the area of work force training, public agencies and programs are largely geared to the old model of unemployment reduction despite changing labor conditions and the skill demands of the new economy; (3) employers mostly provide short-term training to meet specific needs; (4) too many high school graduates lack the basic skills needed in the workplace and the foundation in mathematics and science to go into many high-skill occupations; (5) students need more exposure to the work world and stronger career counseling; (6) Minnesota's public postsecondary institutions are not meeting the large-scale needs of employers or workers; and (7) publicly-funded training programs for unemployed and disadvantaged workers are seen as services to individuals in need and not as parts of the state's work force training strategy. Among recommendations were for the state legislature to establish a "training czar"; to invest in training already employed workers; and to encourage the creation of virtual universities. (KC)

ED 452 378 CE 081 645

Aylesbury Revisited: Outreach in the 1980s.
PUB DATE- 00
NOTE- 111p.; The editorial group members include Sally Nicholls, Dan Taubman, Evelyn Murray, Kundry Clarke, and Mike Cushman.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Adult Basic Education; *Adult Literacy; *Community Education; Community Programs; Developed Nations; *Educational History; Foreign Countries; High School Equivalency Programs; *Inservice Teacher Education; *Literacy Education; *Outreach Programs; Participative Decision Making; Program Evaluation; Public Housing; School Community Relationship; School Restructuring; Teacher Attitudes; Teamwork
IDENTIFIERS- *England (London); Local Education Authorities (United Kingdom)

This document is a republication of the Aylesbury Report, first published and distributed almost secretly in 1981 as the result of an action research project in a large housing project (the Aylesbury Estate) in southeast London. The project offered employees of a local education authority the opportunity to question, criticize, and experiment with some of its policies and practices in delivering adult education, in an attempt to change its way of doing things. The foreword, by one of the original authors, presents an opportunity for reflection at a time of change in the management of adult education policy. The project's design and methodology (visits and interviews) are described. Recommendations are listed, guidelines for project

ED 452 394 CE 081 664

Reardon, Christopher, Ed.
In the Driver's Seat: Five Local Directors Reflect on Their Time at the Helm of the National Bridges to Work Demonstration. Field Report Series.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Coordination; Demonstration Programs; *Employment Opportunities; *Employment Services; Inner City; *Job Placement; Program Implementation; Racial Discrimination; Suburbs; *Transportation; *Urban Population

This book describes how it felt to run the Bridges to Work demonstration, as told by five project directors at the five organizations. Information on the project directors and an introduction appear first. Section 2 reports that the project directors still largely agree with the strategy of reverse commuting--identifying job-ready adults in selected urban neighborhoods, helping them find jobs close together in the suburbs, and giving them rides to and from work. Section 3 discusses these difficulties in identifying potential employees: scarcity of qualified participants, competition from urban employers, unattractiveness of some suburban jobs. Section 4 addresses one recurring concern centered on the prospect that inner-city workers, most of them members of a minority group, might face discrimination in the suburbs. Section 5 discusses problems with collaboration when partner organizations expected to assist with recruitment, transportation, and support services appeared to lose interest in or feel threatened by the project and how project directors solved these problems. Section 6 describes how random assignment weakened projects' relationships with potential participants and partner organizations. Section 7 highlights lessons learned related to transportation, recruitment and placement, discrimination, collaboration, and random assignment. Appendixes include site descriptions and contact information. (YLB)

ED 452 395 CE 081 668

Teachers in the Workplace: A Staff Development Approach That Benefits Faculty and Students. Site Development Guide #8. High Schools That Work.
PUB DATE- 98
NOTE- 25p.; For site development guides #1-7 and #9-11, see ED 381 693-698, ED 404 538, CE 081 612 and CE 081 669-670.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Programs; Course Content; Curriculum Development; *Education Work Relationship; *Educational Improvement; Educational Trends; High Schools; *Inservice Teacher Education; Institutional Cooperation; *Internship

(Mary M. Cauley); "Social Security and the Year 2000" (Rosemarie R. Downie); "A Spin on Your Images" (Mary W. Evans); "Winning Teaching Strategies" (Lillian R. Greathouse); "Gender Differences in Nonverbal Communication" (M. A. Griffin, D. McGahee, J. Slate); "Improving Marketing Education via Information Management" (Ellis A. Hayes); "Computer-Based Classroom Communications in the 21st Century" (Hilary O. Iwu); "The ABCs of Electronic Presentations" (Dorothy L. R. Jones); "The Relationship between Employee Productivity and Tele-Working: Implications for Workforce 2000" (Ewuuk Lomo-David); "Mastering Business Etiquette: Holistic Active-Learning Projects for the Graduate Business Communication Course" (Mary Jean Lush); "Jobready: Moving into the 21st Century" (Loretta Martin); "Cutting-Edge Business Communication Technologies" (Beryl C. McEwen); "Computerized Skills Assessment for Business: The Importance of Standardized Hiring Procedures" (Lori Reed); Cross-Cultural Communication in the Classroom in the New Millennium" (Evette Richardson); "Gender Discrimination in Computer Technology from the Cradle to Career Choice" (Brenda Sheets); "Curriculum Development for the Web" (Bonnie Skelton); "Teaching and Learning Styles of Community College Business Instructors and Their Students: Relationship to Student Performance and Instructor Evaluations" (Sheila Tucker); and "Streaming Audio/Video, MS Camcorder, and Distance Education: A Winning Combination" (Ivan Wallace). (MN)

ED 452 411   CE 081 694

Parke, David, Ed.
Moving Business and Marketing Education into the 21st Century. Proceedings of the Annual Meeting of the Atlantic Coast Business and Marketing Education Conference (17th, Raleigh, North Carolina, February 18-19, 2000).
PUB DATE- 00
NOTE- 64p.; For additional proceedings volumes, see ED 383 882, ED 406 524-525, ED 416 400, CE 081 515, and CE 081 693.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Beginning Teachers; Business Communication; *Business Education; *Classroom Techniques; Comparative Analysis; Computer Assisted Instruction; Computer Software; Computer Uses in Education; Curriculum Development; Distance Education; Education Work Relationship; Educational Improvement; *Educational Practices; Educational Technology; Electronic Mail; Futures (of Society); Global Approach; Guidelines; Information Management; Multiple Intelligences; Online Systems; Postsecondary Education; Pretests Posttests; Recordkeeping; Secondary Education;
IDENTIFIERS- Collaborative Learning; Electronic Commerce; *Marketing Education; North Carolina; Online Courses; *United States (Coastal Plains); Virginia

This document contains 21 presentations from a conference on business and marketing education. The following papers are included: "Microsoft Excel 2000" (Jeff Fuller); "Clueless in the Classroom? Hints To Help!" (Mary W. Evans); "A Strategy To Improve Narrative-Number Linkage in Business Writing" (Ellis A. Hayes); "Corporate View: Bringing Realism and On-Line Technology to the Business and Marketing Curriculum" (Marilyn Hornsby); "E-Commerce: Implications for Business in the 21st Century" (Hilary O. Iwu); "Business Education Trends in the New Millennium" (Thelma King); "Addressing Multiple Intelligences in the Business Class" (Thelma King); "A Survey of E-Mail Usage in Corporate America" (Ewuuk Lomo-David); "Globalizing Delta

ED 452 424 CE 081 717

Proceedings of the American Vocational Education Research Association (San Diego, California, December 7-10, 2000).

PUB DATE- 00

NOTE- 151p.; Held at the Annual Meeting of the Association for Career and Technical Education (74th, San Diego, California, December 7-10, 2000).

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)

DESCRIPTORS- Academic Aspiration; Agricultural Education; Apprenticeships; Auto Mechanics; Beginning Teachers; *Career Choice; Cultural Influences; *Education Work Relationship; Educational Attitudes; Family Influence; Human Resources; Independent Study; International Education; Management Development; Marketing; Measurement Techniques; Noncollege Bound Students; Office Occupations Education; Postsecondary Education; Preservice Teacher Education; Recruitment; Secondary Education; Special Needs Students; *Student Attitudes; Student Motivation; Student Organizations; Surveys; Teacher Attitudes; *Teacher Education; Teacher Role; Teaching Methods; *Technology Education; Vocational Education

IDENTIFIERS- *American Vocational Education Research Association; Marketing Education; Minnesota; Virginia

The following 14 papers, with abstracts and references, are compiled in this conference proceedings: "Exploring the Roles and Duties of Vocational Special Needs Educators" (Melanie Fagert); "Professional Competencies for Provisionally Licensed Career and Technical Education Teachers in Virginia" (Betty Heath-Camp, Daisy L. Stewart and William G. Camp); "Differences Between Faculty and Students' Perception of Recruitment Techniques that Influence Students to Attend Four-year Automotive Programs" (Gregory Belcher and Robert Frisbee); "The Status of Preservice Education in Career and Technology Education" (Thomas H. Bruening, Dennis C. Scanlon and Carol L. Hodes); "A Description of the Occurrence and Impact of Alternate Forms of Assistance Provided to Beginning Agricultural Education Teachers by Minnesota School Districts" (Richard Joerger and Glenn Boettcher); "A Comparison of Diskette and Paper and Pencil Mail-Out Survey Methods for Measuring Self-Directed Learning with the BISL Bartlett-Kotrlik Inventory of Self-Learning " (James Bartlett, II); "Factors Influencing A Student's Perception of the Image of a Career and Technical Education Student Organization" (Barry Croom and James Flowers); "Factors Influencing a Student's Perception of the Programs and Services Offered by a Career and Technical Education Student Organization" (Barry Croom and James Flowers); "Vocational Aspirations, Work-related Experiences, and Early Career Choice Patterns of Work-Bound Youth During Early Adolescence" (Jay Rojewski); "Underlying Factors Related to Teaching Effectiveness as Perceived by Apprenticeship Trainers" (Howard Gordon); "Beyond the Success of the Students: Effects of Participation on School-to-Career Partners" (Keith MacAllum and Ivan Charner); "Global Human Resource Development: Cultural Influences on the Delivery of Executive Development Programs" (Bob R. Stewart and Tzu-Feng Marlene Lin); and "Teachers In the Future: Retaining Secondary Business and Marketing Education Teachers" (Sheila Ruhland). (KC)

ED 452 425 CE 081 719

showed that 32.7% of males and 17.3% of females had at least one physical fight in the previous six months. While males fought at bars and on campus, females fought in the privacy of their own homes. Physical fighting on campus is far from rare, and 9% of students suffered injuries requiring medical attention. Alcohol consumption was present in 40% of the violent episodes. Based on individual proximal risk factors, by gender as well as distal risk factors, it should be possible to construct a list of risks for violence and then set recommendations for risk reduction. One suggestion is that males stepping away from a confrontation with a stranger in front of friends would likely lower the risk of harm. Students should be educated to know the risks and risk prevention strategies. Policies should be constructed so that punishments are clear and consequences are known, instead of allowing for acceptance of fighting or excusing individuals because they were intoxicated. (Contains 11 figures, 1 table, and 15 references.) (JDM)

ED 452 441   CG 030 745

Shoveling Up: The Impact of Substance Abuse on State Budgets.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; Carnegie Corp. of New York, NY.; National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, MD.
PUB DATE- 01
NOTE- 192p.; Funding provided by the Starr Foundation, Primerica and the Abercrombie Foundation.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; Counselor Training; Drug Rehabilitation; *Economic Impact; Prevention; Public Policy; *State Surveys; *Substance Abuse; Welfare Services

This report presents findings of a 3-year analysis conducted on the impact of substance abuse on state budgets. An advisory panel of public officials, researchers, and financial experts was convened to provide guidance. They conducted an extensive review of articles and publications linking substance abuse to public spending. Several studies were also undertaken to document the cost of substance abuse on entitlement programs and aid to families and children, and to assess the cost of substance abuse in New York City. Five states (California, Florida, Minnesota, New Jersey, Vermont) were chosen to provide a cross section in terms of demographics, budgeting practices, and data available. The findings determined that substance abuse is among the largest costs to state budgets. For every dollar spent on substance abuse over 95.8 cents goes to pay for treatment while only 3.7 cents goes to fund prevention. By providing a map of state substance abuse spending, this study establishes a base against which policymakers can make informed decisions about future allocations. It suggests that the most significant way to reduce the burden of substance abuse on public programs is through targeted and effective prevention programs. (Contains 2 appendixes, 90 figures, 66 tables, and 102 references.) (JDM)

ED 452 442   CG 030 746

Missed Opportunity: National Survey of Primary Care Physicians and Patients on Substance Abuse.
SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, NY.
PUB DATE- 00

ED 452 463 CG 030 882

Wilson, Patti; Rhymer, Katrina; Landis, Julie; Skinner, Christopher
Promoting Self-Concept, Social Skills, and Interpersonal Relations: The Tootling Intervention.
PUB DATE- 01
NOTE- 68p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Classroom Environment; *Grade 5; Intermediate Grades; Interpersonal Competence; *Interpersonal Relationship; *Motivation; *Peer Relationship; *Praise; Reinforcement; Self Concept
IDENTIFIERS- Multidimensional Self Concept Scale; Self Concept Scale; Social Skills Rating System

A project was undertaken to investigate the effects of tootling on social skills, self-concept, interpersonal relations, and classroom environment. The tootling intervention reinforces students for engaging in acts of kindness. Two fifth-grade classes participated in the study over a seven-week period. The Social Skills Rating System, the Multidimensional Self Concept Scale, and the Assessment of Interpersonal Relations were all completed. Within the first three days of the study, the number of tootles significantly increased resulting in the attainment of the goal. When the experimental group received a reprimand by the principal, the number of tootles significantly dropped. Similar findings were reported in the literature when the principal implemented an unplanned group-punishment procedure. Several limitations of the study were noted. Many students in the control and experimental groups had trouble reading the measures even though they were written on a fifth-grade reading level. Future researchers need to focus on obtaining more teacher-researcher collaboration during the implementation of the procedure. (Contains 7 tables, 14 appendixes, and 22 references.) (JDM)

ED 452 464 CG 030 884

Gary, Juneau Mahan
Counselors, Students of Color, and College: Student-Centered and Systemic Multicultural Interventions.
PUB DATE- 00
NOTE- 9p.; This paper is a revision of a conference workshop presented at the International Counseling Conference (8th, San Jose, Costa Rica, June 15-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Counselor Role; *Cultural Pluralism; *Culturally Relevant Education; *Diversity (Student); Educational Environment; Ethnicity; Higher Education; Institutional Characteristics; Intervention; Values

Student demographics on campuses increasingly reflect diversity. A counselor's ability to help this emerging campus population requires the use of multicultural interventions that affect the student and the system. Counselors must redefine the process of clinical assessment and intervention to include ethnocultural factors and they must intervene at the systemic level.

program to give students repeated opportunities to practice and enhance their beginning reading and spelling abilities. Each of the 44 15-20 minute lessons features three activities: "say-it-and-move-it," "letter name and sound instruction," and "phonological awareness practice." The book includes detailed scripted instructions and reproducible materials, and teachers have the flexibility to shorten or extend the amount of time it takes for a student to complete the program. The book begins with a preface and acknowledgments, an introduction, the 44 lessons, instructional materials, and frequently asked questions. Contains 54 references. (RS)

ED 452 486   CS 014 243

Ediger, Marlow
Assessing Student Achievement in Phonics.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Action Research; Comparative Analysis; *Phonics; Primary Education; *Reading Instruction; *Student Needs; *Whole Language Approach
IDENTIFIERS- Research Suggestions

Students individually need to experience success in reading, be it a systematic approach in phonics or in whole language procedures. Quality action research, conducted within the local school/school system, needs to be conducted to notice which of these two procedures of reading instruction best meets student needs. Each student needs to achieve optimally in reading. Phonics instruction in a systematic approach has many advocates. A separate time each day is provided for the teaching of primary grade phonics. Toward the other end of the continuum, phonics is taught as needed within the story content read. The pros and cons of each approach are evaluated in this paper. (Contains 11 references.) (Author/NKA)

ED 452 487   CS 014 262

Lehr, Susan, Ed.
Beauty, Brains, and Brawn: The Construction of Gender in Children's Literature.
PUB DATE- 01
NOTE- 211p.; Introduction by Charlotte Huck.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Awareness; Authors; *Childrens Literature; Elementary Education; *Gender Issues; Picture Books; Preschool Education; *Reader Response; *Sex Role
IDENTIFIERS- Historical Fiction; Illustrators; *Trade Books

This collection of essays offers diverse perspectives on what it means to be a male or female child in children's literature, presenting stimulating views from the field's best-known authors, illustrators, and educators. Among the authors and illustrators in the collection who talk about the creative process are: Jerry Pinckney, Katherine Paterson, Mem Fox, Gary Paulsen, Virginia Hamilton, Karen Cushman, Andrea Pinkney, Paul Zelinsky, and Patricia and Frederick McKissack. These discussions on creativity are interspersed among essays by educators. The following essays in the collection are by

Indiana Reading List. Levels 1, 2, 3, and 4 .
PUB DATE- 00
NOTE- 14p.; See CS 217 527-531 for related documents.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; *Literary Genres; *Reading Materials; *Reading Skills; *State Standards
IDENTIFIERS- Age Appropriateness; *Indiana; Purpose (Reading); Reading Lists; *Trade Books

This reading list is designed as a companion piece to Indiana's Academic Standards in English/Language Arts and is organized on four levels: Level 1, Grades K-2; Level 2, Grades 3-5; Level 3, Grades 6-8; and Level 4, Grades 9-12. It contains titles and authors for approximately 800 works. The Level 1 Reading List contains these sections: fiction (both picture books and general fiction); folklore/fairy tales/mythology; poetry; non fiction (science, social studies, mathematics); biography/autobiography; magazines/periodicals; references tools (in printed and electronic format); and informational, technical, and practical documents. The Level 2 Reading List contains these sections: fiction: classic and contemporary; historical fiction; science fiction/fantasy; folklore/fairy tales/mythology; poetry; non fiction (science, social studies, mathematics); biography/autobiography; magazines/periodicals; reference tools (in printed and electronic format); and informational, technical, and practical documents. The Level 3 list contains these sections: fiction: classic and contemporary; historical fiction; science fiction/fantasy; mystery/adventure; folklore/fairy tales/mythology; poetry; short stories; drama; non fiction (science, social studies, mathematics); biography/autobiography; magazines/newspapers; reference tools (in electronic and printed format); and informational, technical, and practical documents. The Level 4 list contains these sections: fiction: classic and contemporary; historical fiction; science fiction/fantasy; folklore/fairy tales/mythology; poetry; short stories; drama; essays and speeches; non fiction (science, social studies, mathematics); biography/autobiography; magazines/newspapers; reference tools (in printed and electronic format) and informational, technical, and practical documents. (NKA)

ED 452 509 CS 014 373

California Early Literacy Learning: Good First Teaching for All Children. 2000 Technical Report .
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Elementary Education; *Elementary School Teachers; *Literacy; *Professional Development; Program Descriptions; Program Implementation; *Reading Instruction; Student Needs; Training Objectives; *Writing Instruction

DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; *Childrens Literature; *Classroom Environment; *Classroom Techniques; Elementary Education; Instructional Effectiveness; *Literature Appreciation; Reader Text Relationship; *Recreational Reading
IDENTIFIERS- Age Appropriateness; *Response to Literature; Trade Books

This book is designed to help teachers choose literature and create instructional materials for use with elementary and middle school students. The book offers teachers a number of instructional ideas to work with and to introduce them to children's texts that should be welcome in the classroom--some of this literature will be familiar to teachers, and the teaching approaches will be readily transferable to other texts. It sees the highest goal for teachers of literature as that of helping students learn to make the stories they read come alive. Chapters in the book are: (1) Setting the Context; (2) The Big Instructional Picture; (3) Choosing Wisely: Selecting Children's Literature for Your Classroom; (4) Making Reader/Text Connections; (5) Words and More: Teaching Vocabulary through Literature; (6) Comprehending Literature: Reading Is Thinking; (7) Talk and Writing: The Keys to Literature Discussion; (8) Making Content Area Connections; and (9) Life Long Readers: Encouraging Reading Enjoyment. A 47-item annotated literature bibliography is appended. Also contains an extensive trade book bibliography, as well as lists of musical references, academic references, and other resources. (NKA)

ED 452 529   CS 217 387

Blubaugh, Penny
An Author in Residence? Why Bother?
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; *Authors; Creative Writing; Grants; High Schools; *Student Reaction
IDENTIFIERS- *Authors in the Schools; Ridgewood High School IL; Student Engagement; Visiting Authors

In October 1999 young adult author, Adam Rapp, was the first author-in-residence at Ridgewood High School, located outside Chicago. During his week at Ridgewood, Adam did readings and question and answer sessions for area 7th and 8th graders who came to the high school on field trips. He talked with the staff of the high school literary magazine and worked on writing with the 12th grade creative writing class. But his biggest success was his contact with the 9th grade English skills classes, a program for freshmen who need extra help with their reading and language proficiency. Most of the kids are Polish immigrants who have been speaking English for only a few years, and many of them said that this was the first time they had ever read a book all the way through. A grant that made all this possible was titled "Bring in an Expert," and Adam Rapp was chosen because he had grown up in Illinois. The program was set up this way: the nearby Eisenhower Public Library was the financial agent for the project; Ridgewood High set up all the schedules and booked classrooms; both libraries purchased multiple copies of Adam's book, "The Buffalo Tree"; the novel assignment requirements and be true to their own spirituality. The paper reports that writing center faculty notice that conflicts arise when students who do not follow Christian traditions must write about Christian topics and when some traditional students feel they must reveal too much of their souls, as in "too personal" writing. If the writing center is to meet students' needs brought about by the University's expectations of requiring spiritually based courses which emphasize writing, the center must reposition its approach to tutoring: it must move from a traditional format, which focuses on external assignments, to a non-traditional format, which emphasizes the process of learning how to convey internal spirituality to an external audience. It suggests using the "enneagram" (an aid for self-knowledge) as a tutor training strategy for strengthening the tutor/student conference experience through promoting tutor self-knowledge and empathy toward others. (NKA)

ED 452 549   CS 217 514

Thomas, Charles J.
The Impact of Performance Assessment through NCATE on Literary Studies in the Nation: Shakespeare, Thoreau, and Other Classic Authors Continue To Be Included.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Teachers; Guidelines; Higher Education; *Language Arts; *Literature; Position Papers; Standards; Teacher Education
IDENTIFIERS- Matrix Language; *National Council for Accreditation of Teacher Educ; *National Council of Teachers of English

This paper comes from an educator who worked on the National Council of Teachers of English (NCTE) Guidelines for the Preparation of Teachers of English Language Arts in 1996. The paper states that the work offered the educator/author the opportunity to discuss the many dimensions of English language arts preparation programs for undergraduate and graduate school candidates in the participating colleges and universities. It also states that since 1996 he has followed the implementation of the Guidelines through various matrix outlines that the National Council for the Accreditation of Teacher Education (NCATE) and NCTE program evaluators have developed based on the Guidelines. The main part of the paper deals with his observations about the field of literary studies. It voices some concerns about the existing Guidelines and the related Matrix used as part of the NCATE project. Thee was concern that the inclusive approach taken while writing the Guidelines resulted in a posture toward literary studies that avoided the prescriptive stance of earlier editions. Earlier editions of the Guidelines required candidates to study the history of literature in courses designated as American, British, and world literature surveys. The earlier editions favored the broader and more inclusive requirement that candidates be exposed to "literatures of human cultures" or an "exhaustive body of literature and literary genres in English and in translation." The paper explains why dropping these designations will have a loosening effect upon curricula

Instrument, parent consent letters, high frequency words, and lists of "Making Words" lessons. (Author/RS)

ED 452 568 CS 217 543

Koulourianos, Eleni; Marienau, Vickie
Improving Students' Confidence in Writing Achievement through the Use of Parent, Student, and Teacher Interventions.
PUB DATE- 01
NOTE- 146p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Elementary Education; Grade 3; Grade 5; *Parent Participation; *Student Attitudes; Teaching Methods; *Writing Attitudes; *Writing Improvement; *Writing Instruction; Writing Research

This study describes strategies used to increase student confidence in their overall writing achievement. The targeted population consists of third and fifth grade students from the same district located in a northwest suburban area. This community is located near a large metropolitan city in a midwestern state. Lack of confidence in student writing contributes to lower student achievement as well as lower enthusiasm in writing. Evidence for the existence of this problem includes teacher observation and evaluation; student, teacher, and parent surveys; student writing samples; and state achievement test scores. Analyses of probable cause data reveals that confidence in overall writing can be affected by the teacher, the parent, and the student. The teacher and the parent help foster positive self-esteem which aides the child in becoming more confident in his (or her) writing abilities. Teachers and parents who are willing to implement various intervention strategies will be more successful with raising confidence in writing, which in turn links to higher overall writing achievement. We are only part of the tools that will help students succeed in their writing accomplishments. Teachers and parents must remember that positive self-esteem and confidence in writing is the child's own responsibility. A review of the solution strategies suggested by the professional literature, combined with an analysis of the problem setting, resulted in the three areas of intervention. One area consisted of teacher intervention strategies, another is the parent intervention strategies done at home, and finally what the children themselves could do to raise their own self-esteem in writing. Results indicated an improvement in overall confidence in writing and skills; and parent participation was a significant asset to this writing program. Findings suggest that the writing strategies learned in the classroom, along with parent assistance, made an impact on students' writing achievement. Contains 34 references and 17 tables of data. The 48 appendixes contain survey instruments, writing prompts, checklists, planning sheets, tips and guides on writing, and parent letters. (Author/RS)

ED 452 569 CS 510 543

Paige, Rod
"No Child Left Behind": A Blueprint for Education Reform. Testimony before the Budget Committee, House of Representatives.
PUB DATE- 01
NOTE- 9p.

program, or one view, to the exclusion of other approaches. (Contains 12 references.) (TEJ)

ED 452 586 EA 030 934

Cowan, D'Ette; Capers, Melissa
Co-Developers: Partners in a Study of Professional Learning Communities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.; Theme issue. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Cooperation; *Cooperative Learning; Educational Change; *Educational Principles; Elementary Secondary Education; Leadership; *Leadership Styles; *Participative Decision Making; *Professional Development; Professional Training; *School Community Relationship; School Support
IDENTIFIERS- *Learning Communities; Southwest Educational Development Laboratory

Managing and leading educational change entails a great degree of complexity and uncertainty and remains a pressing challenge for administrators. This work documents lessons learned from a national study on the concept and development of the Creating Communities of Continuous Inquiry and Improvement project of the Southwest Educational Development Laboratory (SEDL). A review of research by SEDL highlighted the educational benefits of professional learning communities (PLCs), and identified their five defining characteristics, including supportive and shared leadership, shared values and vision, collective learning, supportive conditions, and shared personal practice. To better understand how PLCs evolve, SEDL initiated a 3-year project, including creating a corps of educational professionals ("Co-Developers") willing and able to act as external change agents in schools. Providing resources and scheduling regular meetings, SEDL stimulated deep and ongoing dialogue regarding the essential elements of PLCs. Co-Developers organized a conference with teachers and principals from 20 schools to better promote understanding and cooperation and to overcome apprehension about change among school personnel. The Co-Developers provided valuable data to SEDL through a variety of instruments, including surveys, narratives, visual displays, and reports. While reliable measurements are elusive, SEDL believes the project helped disseminate valuable information about PLCs that will help schools make needed improvements in practice nationwide. (Contains 11 references.) (TEJ)

ED 452 587 EA 030 960

Lunenburg, Fred C.
Collective Bargaining in the Public Schools: Issues, Tactics, and New Strategies.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collective Bargaining; Educational Administration;

Schools; *Curriculum Development; Educational Change; Educational Legislation; Elementary Secondary Education; *Enrollment; *Equal Education; Family Involvement; Family School Relationship; Financial Support; Governance; Public Schools; *Student Recruitment

Although charter schools are rapidly becoming an integral part of the public-school landscape, much remains unknown about them. This paper reports on the findings of a descriptive-research study that comprised an analysis of U.S. charter-school statutes. The focus of the investigation was on equity in the areas of student recruitment, admission and enrollment, transportation, and information dissemination. Research was guided by seven questions that addressed the extent to which charter-school statutes foster equality of student access to their schools. Each state's charter-school statute was examined to determine the extent to which it included specific provisions with regard to: (1) providing access to underrepresented student groups; (2) admission policy guidelines or requirements; (3) geographic boundary requirements; (4) denial of student requests for admission; (5) provisions for when enrollment exceeds capacity; (6) student transportation policy guidelines or requirements; and (7) policy guidelines or requirements for dissemination of charter-school information. The findings suggest that states' statutes do an adequate job of ensuring that underrepresented groups have access to charter schools and that students' civil rights are not violated by charter schools. Virtually all, save 2, of the 36 statutes reviewed contained some provision with regard to ensuring that underrepresented groups (the economically disadvantaged, minority, and special-need students) have the same access as other students to charter schools. (Contains 11 references.) (DFR)

ED 452 607 EA 030 998

Jefferson, Anne L.
Reflections on Canadian Education Finance Developments.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Boards of Education; *Educational Finance; Elementary Secondary Education; *Equal Education; Financial Needs; Foreign Countries; Global Education; *Governance; Public Schools; Religion; *School District Autonomy; *Tax Allocation
IDENTIFIERS- *Canada

The study reported in this paper looked at the manner in which education in Canada is being financially supported and the potential consequences this support will have for the future. For the most part, Canadian provinces have in-place funding mechanisms that put them in sole control of finances; local fiscal autonomy has all but disappeared. Canadian courts have said essentially that provincial governments have the right the change the funding of education as long as the change results in a fair and nondiscriminatory distribution of funds. The generation and allocation of funds for public education appear to have been replaced in priority with local use of funds and the professional competence of educators. This shift in priority has the potential to affect to a significant degree

Stough, Laura M.; Palmer, Douglas J.; Sharp, Amy N.
Teachers' Reflections on Special Education Students' Cognitions: An Expert-Novice Comparison.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (24th, New Orleans, LA, February 1-3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; Classroom Techniques; *Disabilities; Educational Strategies; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; *Master Teachers; *Reflective Teaching; *Special Education Teachers; *Student Teachers
IDENTIFIERS- *Expert Novice Paradigm

This study, part of a larger study on special education teacher expertise, compared the instructional decision making of expert and novice special education teachers in familiar instructional settings to determine differences in the allocation of attention to different instructional themes. Participants were 19 expert special education teachers and 19 student teachers majoring in special education. Two one-hour videotapes were made of each teacher in the classroom, observations were made in conjunction with each videotaping session, and stimulated recall procedures were used to obtain teachers' reflections about the process videotaped. Teacher reflections were coded into 11 categories which fell under three conceptual themes: (1) teacher on-line assessment of students, (2) teachers' tacit knowledge of students, and (3) classroom strategies. Expert teachers reflected significantly more often than did novices concerning student "state of mind," students' prior knowledge, and students' typical behavior patterns. Expert teachers strategically and reflectively applied a variety of instructional interventions that were based on both their background knowledge and the information they gathered during instruction. Experts expressed significantly more comments about instructional strategies and collaboration/consultation than did novices, but the two groups did not differ in regard to the behavioral, monitoring, or management strategies mentioned. (Contains 30 references.) (DB)

ED 452 627   EC 308 384

Henderson, Kelly
Overview of ADA, IDEA, and Section 504: Update 2001. ERIC Digest E606.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Civil Rights Legislation; *Disabilities; Due Process; *Educational Legislation; Elementary Secondary Education; Eligibility; Federal Aid; *Federal Legislation; Rehabilitation; Student Evaluation; Student Placement; Student Rights
IDENTIFIERS- *Americans with Disabilities Act 1990; *Individuals

state-operated programs. Each legal requirement is addressed with criteria that specify expectations to be met for compliance. Individuals with Disabilities Education Act (IDEA) and state rule requirements are listed in the left column. The bullets on the right include specific criteria used in determining whether compliance with the requirements can be verified. Many requirements also contain data indicators. These local indicators provide guidance on results data that may be collected and reviewed when considering each requirement. The locally collected data can also be analyzed and reviewed by school system personnel to assist in improving results for students with disabilities. The document includes requirements and criteria for the following areas: child find, due process, protection in evaluation, Individualized Education Programs, free appropriate public education, least restrictive environment, confidentiality, personnel development, use of funds, local applications, and private schools. (CR)

ED 452 646   EC 308 404

Rules for the Provision of Special Education to Special Education Students. Chapter 392-172 WAC.
PUB DATE- 00
NOTE- 150p.; Developed under the Individuals with Disabilities Education Act (IDEA) federal grant.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Delivery Systems; *Disabilities; Discipline Policy; Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; *Legal Responsibility; Program Evaluation; *Special Education; State Programs; *State Regulation; Student Placement; *Student Rights
IDENTIFIERS- Individuals with Disabilities Education Act; *Washington

This handbook provides state legal regulations for Washington State special education services and programs for students with disabilities. It includes requirements that address the following areas: (1) general authority and purpose of the requirements; (2) students' rights; (3) general definitions; (4) child find; (5) evaluation procedures; (6) eligibility criteria; (7) Individualized Education Program; (8) service delivery options; (9) evaluation of progress and reevaluation; (10) service delivery standards; (11) staff qualifications; (12) school district placements; (13) private school placements; (14) procedural safeguards; (15) notice requirements; (16) surrogate parents; (17) mediation; (18) citizen complaint process; (19) hearings; (20) disciplinary exclusion; (21) aversive interventions; (22) student records; (23) methods of ensuring services; (24) program monitoring; (25) personnel development; (26) participation in assessment and reporting results; (27) funding procedures; and (28) the school-based improvement plan. For each requirement, the statutory authority in federal and state law is noted. The handbook also includes an explanatory statement that identifies and discusses changes made in the state regulations. (CR)

ED 452 647   EC 308 405

Palmer, Barbara; Ulibarri, Wendy; Kjellsen, Kerry
Colorado Options: A Handbook of Postsecondary Education Services

Wells, Nora
What Parents Need To Know about Managed Care.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 97
NOTE- 10p.; Theme issue. Drawn from the "Family Voices Managed Care Booklet," from a NEC*TAS ICC Parent teleconference on managed care (1996), and from information presented at a 1997 NEC*TAS Managed Care Meeting.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Disabilities; *Early Intervention; Evaluation Methods; *Health Maintenance Organizations; Integrated Services; *Parent Participation; *Parent Rights; Preschool Education; Primary Health Care; Special Education
IDENTIFIERS- *Medicaid

"Managed care" is a term used to describe health care plans in which a primary provider typically monitors all of a patient's care within a specific network of providers. It differs from the traditional fee-for-service model in that patients often are expected to pay extra if they want to see out-of-network providers. Additionally, managed care plans may have their own decision makers, who have the power to override a physician's decisions. Families of young children who are eligible for early intervention and preschool services need clear information about how to ensure that their children receive the best possible health care under managed care plans. This article addresses issues for parents to think about and questions to ask. It provides contact information on important people for parents to call for assistance, and it defines common terminology used regarding this issue. Both the strengths and weaknesses of managed care are addressed. (SG)

ED 452 666 EC 308 512

Gabbard, Glenn
Family Experiences: Ways To Lead Change through Telling Your Story.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 10p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; Delivery Systems; *Disabilities; Early Childhood Education; Early Intervention; *Family Involvement; Family Programs; *Parent Empowerment; *Parent Participation; *Persuasive Discourse; *Public Speaking; Story Telling

Parents of children with disabilities are frequently asked to tell all or part of their family's life story. These stories are potentially powerful ways to develop empathic relationships among parents and professionals. This document discusses ways parents can prepare and present their stories so that key

Catherine; James, Brad; Savage, Stuart
School Construction Report.
PUB DATE- 01
NOTE- 45p.; "Prepared in accordance with Act 152, Sec. 160a of the 2000 Legislative Session." Reviewed by Anne Winchester, Edie Miller, and Jeff Francis. Published by the Joint Fiscal Office.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Public Schools; *School Construction; School Districts; *State Aid; *State Regulation; State School District Relationship
IDENTIFIERS- *Vermont

This report addresses the adequacy and availability of the state of Vermont's assistance for K-12 school construction and the issues that are creating state legislative concern. Issues examined are (1) the annual state obligation for school construction expenditures exceeding the amount of capital bill funding projected to be available for this use; (2) the current state law's reimbursement levels at a fixed 30 percent of allowable costs which has caused some towns to express concerns over funding adequacy; (3) the opportunities and issues created for Vermont from the national trends in federal funding and equity related court cases; and (4) the lack of readily available sources for funds for long-term school construction needs. Appendices contain the capital outlay financing formula, the system for rating proposed school construction projects, the annual appropriations for school construction, the amount bonded annually for school construction, and statistics on the equalized pupils sorted by growth rate. (GR)

ED 452 689 EF 005 919

Fox, Anne Webster
Schools of the Future and Sustainable Design.
PUB DATE- 00
NOTE- 113p.; Master of Arts Thesis, Antioch University, Washington.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Construction Programs; *Educational Facilities Design; Elementary Secondary Education; Public Schools; *School Construction; School Districts; *Sustainable Development

This thesis examines what practices schools and school districts need to adopt if they want to apply sustainable design principles to their new schools and the benefits these design practices offer school communities. The paper argues that school districts will benefit from these design principles, and that these benefits will occur because sustainable design and construction decisions lead to the creation of learning environments that are environmentally healthy for occupants, operationally efficient, and site sensitive to the natural and community environment. Also argued is that school districts are best served by being proactive in their embrace of sustainable design principles, and that the adoption of these concepts and processes will be most successful if they involve a collaborative and interdisciplinary project management model that uses project teams and the community throughout the design and construction process. Appendices contain a report on the impact of inadequate school facilities on student learning and the study's interview questions. (Contains 64 references.) (GR)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Speech); Auditory Perception; Cluster Grouping; Comparative Analysis; Hypothesis Testing; Language Patterns; Language Research; Language Universals; Language Usage; Language Variation; *Linguistic Theory; North American English; *Phonology; Pronunciation; Regional Dialects; Sociolinguistics; Structural Analysis (Linguistics); *Vowels
IDENTIFIERS- Diphthongs; Labov (William); *Monophthongs; World English

The idea that vowel nuclei in many northern European languages can be divided into peripheral and non-peripheral categories is discussed. Peripheral vowels are those located at the edge of the vowel envelope, and non-peripheral nuclei are those located on the inside. This assertion has not received as much scrutiny as it should. There are at least five questions that could be raised about it: (1) Do the diachronic trends always hold true? (2) Can peripheral and non-peripheral nuclei always be distinguished? (3) When a shift occurs, is peripherality the cause and the shift the effect, or vice versa? (4) Do monophthongs and diphthongs really behave in the same ways? (5) What is the phonetic motivation for the observed raising of peripheral nuclei and lowering of non-peripheral nuclei? Three overriding points are made. First, the evidence suggests that peripherality is not a cause of vowel shifts as much as a product of them. Second, contrasts such as tense/lax contrast should be viewed holistically, taking all three correlates together. Third, researchers should continue looking for phonetic motivations for sound changes. (Contains 16 graphs, 3 diagrams, and 5 spectrograms). (KFT)

ED 452 712 FL 026 685

Partnership for Change: The NALSAS Strategy. Interim Progress Report of the First Quadrennium of the NALSAS Strategy, 1995-1998.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chinese; *Educational Policy; Foreign Countries; Indonesian; Japanese; Korean; *Language Planning; Multicultural Education; *National Programs; Official Languages; Professional Development; Second Language Instruction; Second Language Learning; Teacher Education; Uncommonly Taught Languages
IDENTIFIERS- *Australia

The basic task of the National Asian Languages and Studies in Australian Schools (NALSAS) strategy has been to resource and promote the teaching and learning of Asian languages and studies of Asia in Australian schools. NALSAS focuses on four Asian languages: Chinese (Mandarin), Indonesian, Japanese, and Korean. The studies of Asia are broader, not just focused on the four areas where the selected languages are national languages. It is argued that NALSAS is important for Australia and its future, because Australia must engage more effectively with the region it finds itself. This report highlights the significant activities and achievements that have occurred during the first 4 years of NALSAS and it outlines outcomes to date in terms of increased student participation nationally, increased numbers of schools offering the four priority NALSAS languages, increased numbers of teachers trained or retrained in the four priority NALSAS languages and undergoing opportunities for LEP students; (3) It increases opportunities by breaking the tracking system; and (4) Integrating LEP makes the education of LEP students a whole school issue. Seven implementation challenges and suggestions to overcome them are provided. (KFT)

ED 452 731   FL 026 704

El-Koumy, Abdel Salam A.
Effects of Student Self-Assessment on Knowledge Achievement and Academic Thinking.
PUB DATE- 01
NOTE- 11p.; Part of the research reported in this paper was presented at the Annual Meeting of the Integrated English Language Program-II (3rd, Cairo, Egypt, April 18-19, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Foreign Countries; Higher Education; *Knowledge Level; *Pretests Posttests; Second Language Instruction; Second Language Learning; *Self Evaluation (Individuals); Statistical Analysis; Test Validity
IDENTIFIERS- *Suez Canal University (Egypt); T Test

This study investigated the effects of student self-assessment on English-as-a-Foreign-Language (EFL) students' knowledge achievement and academic thinking. Ninety-four college seniors from the Department of English at the School of Education at Suez University in Egypt participated in the study. They were randomly divided into two groups, an experimental group and a control group. In the experimental group, throughout the semester, students were asked to independently assess their own knowledge and thinking before and after each lecture. In the control group, students were taught the same English language teaching methodology course with the same method without self-assessing their knowledge or thinking. Prior to and at the end of the semester all subjects were tested on both knowledge and academic thinking. The data were analyzed using the t-test. It was found that the mean score gain of the experimental group was slightly higher than that of the control group on both knowledge achievement and academic thinking. The difference was not significant at the 0.05 level. Therefore, there is not sufficient evidence to conclude that self-assessment can improve students' knowledge or academic thinking. Accordingly, there is also no finding that student self-assessment lowers scores either. Appendices containing the goals of the course and the pre/post knowledge and thinking tests are included. (Contains 52 references.) (KFT)

ED 452 732   FL 026 705

La maternelle--francais langue premiere: Manuel a l'intention des parents (Pre-School--French as a Native Language: Parents' Manual).
PUB DATE- 99
NOTE- 36p.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Cognitive Development; Foreign

ED 452 752   HE 033 967

Johnson, Andrew P.
Handbook for Graduate Studies.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Advising; Admission (School); *Curriculum; *Educational Objectives; *Graduate Students; Graduate Study; Higher Education; Masters Theses; Program Descriptions; Teacher Education
IDENTIFIERS- *Minnesota State University Mankato

This handbook is designed for the graduate student in the Department of Curriculum and Instruction at Minnesota State University, Mankato. Any graduate program is well-served by having a clearly defined and concisely written plan, handbook, or curriculum, and this one, although it is intended for graduate students in this particular department at a particular university, may have applications to other programs and disciplines. The handbook contains: (1) the university's mission statement; (2) goals of the Department of Curriculum and Instruction; (3) program objectives; (4) admission requirements; (5) a description of the program with required and elective courses; (6) a description of the role and responsibility of the academic advisor; (7) the steps and protocol for writing a Master's paper or thesis; (8) a chapter-by-chapter description of the university's alternate plan paper, creative project, thesis, and action research thesis; and (9) a checklist for completing the alternate plan paper (Appendix A). Appendix B contains the application for the program's comprehensive written examination. (SLD)

ED 452 753   HE 033 968

Taylor, Janis Swenson
Through a Critical Lens: Native American Alienation from Higher Education.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alienation; *American Indians; *Cultural Differences; *Educational Environment; Higher Education; Minority Groups; Personal Narratives; *Student Attitudes
IDENTIFIERS- *Critical Race Theory

This paper is an analysis of Native American student alienation on a predominantly White university campus viewed through the lens of Critical Race Theory. It uses the narratives of 16 students in a qualitative study to question the assumption that minority student alienation is the result of a failure to adjust, adapt, integrate, and become involved with the traditional college setting. It suggests, in contrast, that certain aspects of university environments create and support

ED 452 773 HE 033 992

Ruffer, Rochelle L.; McMahon, Anne M.; Rogers, James R.
Revising a Student Evaluation of Teaching Form: A Campus-Wide Transformation Process.
PUB DATE- 01
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Educational Change; *Evaluation Methods; Formative Evaluation; Higher Education; *Student Evaluation of Teacher Performance
IDENTIFIERS- *Transformational Leadership

This paper reviews the literature on transformational change in education and presents a case study of such change on a university campus on which the student evaluation of faculty (SEF) form was being revised. An enactment model of transformation, relying on the work of J. Everett (1994) is used to interpret the main events of the case analysis, and the specific strategic decisions made by the change committee are summarized in the form of a planning process for use by others interested in revising SEF forms. The SEF previously used was summative in nature in that the results for each instructor were compared to the means across the department, college, and university. The approach taken presumes that SEF forms, when transformational, are dynamic and themselves undergo frequent change. The validity and reliability of the new SEF, which did not permit the use of numerical averages or rankings for summative purposes, were studied in pilot studies and after a year of use. Item level data from actual student responses (22,518 responses in 1998 and 21,265 responses in 1999) are interpreted as providing initial support for the transformational effects. Some preliminary data are also provided on other transformations of teaching and related activities at the university. The new SEF is attached. (Contains 3 figures, 4 tables, and 28 references.) (SLD)

ED 452 774 HE 033 993

Chiti, Judith; Karlen, Janice M.
Best Practices and Accreditation Issues in Distance Education.
PUB DATE- 01
NOTE- 9p.; Paper prepared for the American Association for Higher Education Teaching Learning Technology Roundtable (May 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Cost Effectiveness; *Distance Education; *Educational Practices; Higher Education; Literature Reviews

This report presents a review of the literature on the best practices in distance education and the views of accreditation organizations on assessment of distance learning at institutions of higher education. To date there is a good deal of information about how to initiate distance learning courses and some case studies of individual courses at specific institutions, but there is little hard information about best practices or actual costs or profits of these courses. Some

guide to "Short-Term Study Abroad," see HE 034 016.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Students; Eligibility; Foreign Countries; Higher Education; International Educational Exchange; *International Programs; Program Descriptions; Student Costs; *Student Exchange Programs; *Study Abroad
IDENTIFIERS- Institute of International Education NY

This guide provides detailed listings of more than 2,600 programs sponsored by U.S. and foreign universities, language schools, and a wide variety of other organizations. Most educational opportunities listed in this directory are available to undergraduates, but many programs are open to precollege students, graduate students, teachers, professionals, and other adults. Options range from lecture courses and intensive language immersions to internships, student teaching, field research, and voluntary service. The body of the guide consists of program descriptions arranged alphabetically by geographic region and country. There is also a "worldwide" section for programs that are active in more than one area. Each listing provides information on the institutional sponsored and enrollment and contact information. A sample listing explains each section of the description. Programs are also indexed by sponsoring institution, consortia, fields of study, special options, cost ranges, and duration. (SLD)

ED 452 795 HE 034 016

O'Sullivan, Marie, Ed.
Short-Term Study Abroad, 2001: IIE's Complete Guide to Summer and Short-Term Study.
PUB DATE- 01
NOTE- 543p.; For the previous version, titled "Vacation Study Abroad," see ED 441 376. For the "Academic Year Abroad" guide, see HE 034 015.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Students; Eligibility; Foreign Countries; Higher Education; *International Educational Exchange; International Programs; Program Content; Program Descriptions; Second Language Programs; Student Costs; Student Exchange Programs; *Study Abroad; *Summer Programs
IDENTIFIERS- Institute of International Education NY

This guide, formerly called "Vacation Study Abroad," lists short-term educational programs of varying lengths from 1 week to several months. Offerings are for the winter and spring breaks, the summer, and other short-term intervals. Some 60% of these programs are sponsored by U.S. accredited colleges and universities. The guide also offers information on many programs that combine study with extensive travel over short periods of time or that focus on topics of broad interest. The body of the guide consists of program descriptions that are organized alphabetically within geographic regions. There is also a section for "worldwide" programs that are active in more

and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Distance Education; Educational Development; Instructional Development; Models; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

The Virginia Community College System (VCCS) has developed a model for distributed learning that addresses around-the-clock access and support, leverages the resources of 23 institutions, and retains the pedagogical integrity of courseware. The model, a four-pronged approach, addresses the technology infrastructure, portals, content, and delivery. The systematic approach allows VCCS to maintain some balance in both effort and resource allocation and it allows for the identification of gaps that will prevent the VCCS colleges from moving forward with technology-based instruction. This paper details the model, addressing the cost-effective and efficient development of content, content delivery, and the technical and academic infrastructure to support faculty endeavors and student success in the distributed learning environment. A diagram of the four-part VCCS distance learning infrastructure is appended. (AEF)

ED 452 815 IR 020 623

O'Brien, Linda; Sidorko, Peter
Integrating Information, Education and Technology Services.
PUB DATE- 00
NOTE- 13p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Educational Change; *Educational Development; Educational Environment; Educational Technology; Foreign Countries; Higher Education; Information Services
IDENTIFIERS- University of Newcastle (Australia)

The higher education environment is undergoing significant change as it enters a global knowledge-based economy. Technology now enables students to undertake studies that are time and place independent. To thrive in a networked learner environment, new strategic relationships must be created between library and information professionals, information and education technologists, trainers and staff developers, instructional designers and media designers and producers. The University of Newcastle sought strategic advantage through integrating its information, education and technology services in early 1997. This paper explores the rationale for the formation of the division and the strengths and weaknesses of this approach as highlighted through a recent external review. Contains 11 endnotes. (Author/AEF)

ED 452 816 IR 020 650

Branch, Robert Maribe, Ed.; Fitzgerald, Mary Ann, Ed.
Educational Media and Technology Yearbook, 2001. Volume 26.

ED 452 344 CE 080 358

Carnevale, Anthony P.; Rose, Stephen J.
Education for What? The New Office Economy. Executive Summary and Technical Report. Leadership Series.
PUB DATE- 98
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; *Business Administration; Clerical Occupations; College Graduates; Demand Occupations; Demography; *Education Work Relationship; Employed Women; Employment; Employment Level; Employment Opportunities; *Employment Patterns; Employment Statistics; Females; Futures (of Society); High School Graduates; Males; *Minority Groups; Office Management; *Office Occupations; Outcomes of Education; *Salaries; Salary Wage Differentials; Socioeconomic Status; Trend Analysis; Wages; White Collar Occupations; Whites

A study tracing the United States economy over the last 40 years reports the skills needed in the changing economy around the turn of the 21st century. Data sources were the March Annual Demographic files of the Current Population Survey for 1970, 1980, 1990, and 1996, and the Public Microdata Sample of the 1960 Census. The study notes the rise of the premium in wages for college graduates and the decline in real earning for all high school graduates, especially males. Some highlights of the findings include the following: (1) office work dominates the U.S. economy; (2) office professionals outnumber clerical workers; (3) the wages for less-skilled counter workers have dropped and are continuing to drop; (4) high-skilled services (e.g., education, health care, police, and firefighters) have become more important components of the economy); (5) most office jobs fall into the "elite" and "good" jobs categories; (6) the status of female workers has improved in the new office economy; (7) the office economy has sharply increased wages and workplace opportunities for African Americans; (8) despite advances for females and African Americans, a substantial racial and gender gap remains between those groups and white males; and (9) access to the office, not access to new technology, has become the major source of increasing earning inequality. Implications of the study's findings include that it is high-level office workers (managers, lawyers, doctors, accountants), not "high tech" workers (computer technicians, engineers), whose incomes have risen the fastest and that "management" is more crucial than ever and more rewarded. The study raises questions about the structure of organizations, the role of unions and government, and the future of government protection and consumers' rights. (Contains 55 references.) (KC)

ED 452 345 CE 080 386

Hawke, Geof
Implications for VocED of Changing Work Arrangements.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 18p.; Paper presented at the National Dissemination Center for Career and Technical Education, (Columbus, Ohio, July 20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Sandler (1999). Empirical considerations of St. John, et al. (1994, 2000) and Sandler were explored to produce an innovative path analysis, thereby investigating nonrecursive and reciprocal interactions that were new to the literature. The hypotheses and effects examined explicated adult student decision-making constraints, attitudes, choices, and behavior allied to the theory of planned behavior of Ajzen that bore an empirical impact and other outcomes within the model. Unmet need was empirically shown to be illustrative of nontraditional students' decision making, having an orthogonal impact, as a direct effect, on financial aid, financial satisfaction, and persistence borne by learners continuing their studies for a degree. Findings indicated perceived stress and cumulative grade point average had the widest range of influence on endogenous variables. (Contains 42 references.) (YLB)

ED 452 362 CE 081 622

Wahlstrom, Darryl A.
The Relationship between Goal Orientation and the Calibration of Performance Expectations to Performance Feedback.
PUB DATE- 01
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Need; Behavior Development; Cognitive Structures; *Competence; Educational Research; Expectation; Feedback; *Goal Orientation; Labor Force Development; Learning Motivation; Multiple Regression Analysis; Performance; Secondary Education; *Self Efficacy; *Self Evaluation (Individuals); Skills; *Student Attitudes; Student Evaluation; Teacher Response; *Vocational Education

A study investigated 210 secondary vocational/technical education students' cognitive, affective, and behavioral responses to a skill assessment process. Students received feedback on their skill strengths and weaknesses and those skills in which they over- or under-estimated their abilities. Results from hierarchical multiple regression indicated certain main effects. Students adopting mastery goals held adaptive motivational beliefs, including high levels of self-efficacy and feedback seeking intentions. Students oriented toward performance-approach goals also held higher levels of self-efficacy. Performance-avoidant goals were not predictive of students' post-assessment motivation. Structural equation models indicated that both calibration accuracy and utility mediate these relationships, depending on the skill set investigated. (Appendixes include 4 figures, 5 tables, and 121 references.) (YLB)

ED 452 363 CE 081 623

Eraut, Michael
The Vocational Training of Scientists Entering the UK National Health Service.
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

evaluation are stated, and what has happened since the project is described. Also covered are the following: a history of Inner London Education Authority outreach, a proposal for establishing an advisory unit for community education, theoretical models of community education, the unease of the outreach worker, workers' fears of violence, and notes on a visit to Denmark by the project team. Appendixes include a list of project participants, a calendar of events, selections from the outreach workers' daily diaries, an area profile, and census returns. (KC)

ED 452 379 CE 081 646

Ryan, Anne B.
Feminist Ways of Knowing: Towards Theorising the Person for Radical Adult Education.
PUB DATE- 01
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Development; *Adult Education; Comparative Analysis; Educational Theories; Epistemology; Females; *Feminism; Foreign Countries; Outcomes of Education; Self Concept; Sex Differences; *Social Change; *Social Cognition; *Womens Education
IDENTIFIERS- Feminist Pedagogy; Ireland; Liberatory Learning; *Poststructuralism; Radical Education; Subjectivity; United Kingdom

This book argues that radical adult education, which supports progressive social movements and tries to produce critically reflexive people capable of shifting social balance towards social justice, needs to recast the ways that it conceives of the human subject, experience, and power by taking on board recent developments in feminist poststructuralism. Part 1 investigates the human subject, especially the female subject, as it is construed by Western academic, liberation movement, and pedagogical discourses. Chapter 1 introduces the author's epistemological stance and the social and historical context. Chapter 2 discusses the general poststructuralist opposition to the modern, unitary human subject and to essentialist models of the person. Chapter 3 examines other liberation traditions and discusses what feminist poststructuralism has in common with them, where it has developed their concepts of the person, and where it refutes them. Chapter 4 discusses implications of a feminist poststructuralist stance for liberatory pedagogy and research. Part 2 analyzes feminist subjectivities and ways of knowing. Chapter 5 examines the discourses of women and feminism that form the content of feminist consciousness for the research participants and feminist subjectivity as a process of relations in the present. Chapter 6 explores the use of psychodynamic concepts for development of feminist poststructuralist discourses. Chapter 7 tests the usefulness of the theory for the practice of women's personal development education in a feminist poststructuralist framework. Chapter 8 discusses the usefulness of feminist poststructuralism as a tool for developing radical ways in which adult education pedagogy can theorize the person and knowledge. (Contains 362 references and an index.) (YLB)

ED 452 380 CE 081 647

Wood, Angela

Programs; Professional Development; *Program Development; Program Implementation; *School Business Relationship; Teacher Developed Materials; Work Experience Programs
IDENTIFIERS- *High Schools That Work

Teachers who get an "inside look" at business and industry through internships and summer jobs are much better equipped to prepare their students for the rigors of the workplace and postsecondary education. Teacher internships followed by the revision of course content, instructional plans, and assessment strategies can change school and classroom practices in ways that lead to higher student achievement. According to the "High Schools That Work" approach, successful teacher internship programs include the following elements: (1) a site action plan and a staff development plan for involving the whole school in improving student achievement; (2) a needs assessment showing strengths and weaknesses of local school and classroom practices; (3) a curriculum that emphasizes high standards and use of authentic problems to improve school-based learning; (4) teachers' action plans for incorporating internship experiences into course syllabi and instruction; (5) meetings and work sessions before, during, and after the internship to help teachers develop and share materials and strategies; (6) ongoing communication between teachers and host companies to continue the learning process after the formal internship period ends; and (7) evaluation, feedback, and dissemination of information to ensure that the program benefits the greatest number of teachers and students. (This document includes examples of student projects that resulted from their teachers' internships and a list of the High Schools That Work goals and key practices.) (KC)

ED 452 396   CE 081 669

Networking and Support Services for Comprehensive School Improvement. Site Development Guide #9. High Schools That Work.
PUB DATE- 98
NOTE- 16p.; For site development guides #1-8 and #10-11, see ED 381 693-698, ED 404 538, CE 081 612, CE 081 668, and CE 081 670.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Cooperation; *Educational Improvement; *Educational Resources; *Educational Trends; Government School Relationship; High Schools; Inservice Teacher Education; Linking Agents; *Networks; Partnerships in Education; *Professional Development; Program Development; Program Implementation; Teacher Attitudes; Teacher Role; Technology
IDENTIFIERS- *High Schools That Work

This guide provides information about the services available to schools through the High Schools That Work (HSTW) and the Southern Regional Education Board (SREB) and how to build a strong support network for teachers and schools. The following topics are covered: (1) the benefits of networking; (2) the link between networking and HSTW services; (3 services from the SREB and the states, including yearly action plans, staff development, assessment, technical assistance, and curriculum development; (4) the role of the HSTW state coordinator; (5) the role of a district coordinator or "coach"; (6) the role of a HSTW site coordinator; (7) the relationship between the site coordinator and the principal; and (8) using technology to

Businesses: Innovative Curriculum for a Multimedia Course" (Mary Jean Lush); "Business Education: Where Are We Going? How Will We Get There?" (Harry R. Moon); "North Carolina State University Department of Curriculum and Instruction: Master's Degrees in Business and Marketing Education " (Terrance O'Brien); "North Carolina State University Department of Curriculum and Instruction: Initial Licensure in Business and Marketing Education" (Cheryl P. Caddell); "Records Management Concepts Using Multimedia Toolbook" (Robert Price); "Preparing To Get on Board the 'ABC Train': Attacking VoCATS to Improve Posttest Scores" (Selina Riley); "Overview of E-Commerce/E-Business and Its Implementation in the Business Curriculum" (Brenda Hayden Sheets); "Tools for Planning and Designing Web Sites" (Bonnie Skelton, Sheila Tucker); "Course Technology's Blackboard vs. HTML: Online Instruction as It Advances into a New Millennium" (Sheila Tucker, Krystie Grubb); "Collaborative Learning in Business Communications: 'The Whole Picture'" (Sarah Wallace); "Strategies for Eliminating Stress for Classroom Teachers" (Clarence White, Randall Wells); "Student Designed Software Application Projects" (Patty Wike); "Perceptions of an On-Campus/On-Line and an Off-Campus/On-Line Information Processing Course" (Cynthia M. Willis, Randy L. Joyner); and "The Importance of Technical Competencies for Beginning Secondary Business Teachers in Virginia" (Paula R. Wood). (MN)

ED 452 412   CE 081 696

Developing a Framework of Work-Based Foundation Skills.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Basic Skills; Competence; Competency Based Education; Definitions; *Education Work Relationship; Educational Needs; Educational Practices; Employment Potential; *Employment Qualifications; Individualized Instruction; Job Skills; Labor Force Development; Lifelong Learning; Literacy Education; Models; Needs Assessment; Program Development; Program Implementation; Statewide Planning; Student Certification; Systems Approach
IDENTIFIERS- *Pennsylvania

The Framework of Work Based Foundation Skills Project was undertaken to facilitate development of Pennsylvania's new workforce investment system Team PA CareerLink by identifying and developing common definitions of the foundation skills all workers need to function effectively in any workplace. A framework of 19 work-based foundation skills and knowledge with component subskills was developed through a comprehensive synthesis and comparison of state and national work-based foundation skills efforts. The skills identified included basic workplace skills, basic employability skills, and basic organizational knowledge (core knowledge about the nature of work and workplace organizations). The framework included links to assessment systems and instruments capable of measuring the foundation skills and links to Occupational Skills Standards to illustrate applications of skills in specific industry clusters. Once development of the unified framework is finalized, it will help practitioners accomplish the following things: design and implement competency-based curricula that are meaningful for workers; develop individualized education plans to meet learners' education and employment goals; link work-based curriculum, instruction, and assessment; reflect on

Fredericks, Linda; Kaplan, Eve; Zeisler, Jennifer
Integrating Youth Voice in Service-Learning. Learning in Deed Issue Paper.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 01
NOTE- 22p.; Produced by the Education Commission of the States' Initiative Compact for Learning and Citizenship.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Educational Benefits; Educational Change; Educational Needs; *Educational Planning; Educational Policy; Educational Trends; Elementary Secondary Education; Enrollment Trends; Guidelines; Intergenerational Programs; Internet; Models; National Organizations; Participation; *Participative Decision Making; Policy Formation; Position Papers; Program Development; Resource Materials; *Service Learning; Strategic Planning; Student Attitudes; *Student Participation; *Student School Relationship; Teacher Student Relationship; Trend Analysis; Vocational Education; World Wide Web; *Youth Programs

Researchers have found that high-quality service learning programs are rich with benefits for schools, communities, and students. One hallmark of successful service learning programs is that they honor youth voice (meaning that they include young people in the creation and implementation of service opportunities). Elementary, middle, and high school students can all contribute meaningfully to their communities and shape service learning experiences with their ideas and insights. Because of the many benefits, many schools now strongly encourage or mandate service hours as a requirement for graduation. Research has identified strategies for overcoming the following challenges facing service learning: (1) not everyone shares the same definition of "youth voice"; (2) adults and young people have preconceived notions about one another's understanding of and capacity for a truly successful youth voice component; (3) not everyone in the organization buys into the concept or practice of youth voice or wants it incorporated; (4) youth voice often becomes merely the "tokenizing" of young people; (5) the teacher, educator, or other adult has difficulty relinquishing decision-making responsibilities to young people. (The strategies are included, along with six research-identified recommendations for adults, eight recommendations for policymakers, and seven recommendations for young people involved in service learning. The bibliography lists 47 references/resources and the World Wide Web addresses of 24 resource organizations.) (MN)

ED 452 426   CE 081 726

Cagungun, Hazel
Addressing the Training and Employment Needs of Youth with Mental Health Disabilities in the Juvenile Justice System. Conference Proceedings with Recommendations to the Presidential Task Force on Employment of Adults with Disabilities (March 3-4, 2000).
PUB DATE- 00
NOTE- 53p.; Research and production funded by the Presidential Task Force on Employment of Adults with Disabilities.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Programs; Change Strategies; Conferences;

NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Abuse; *Clinical Diagnosis; Drug Addiction; *Drug Education; Higher Education; Medical Schools; Medical Students; National Surveys; Outcomes of Treatment; *Physician Patient Relationship; *Physicians; Primary Health Care; *Substance Abuse

A national representative survey of primary care physicians (N=648) was conducted to determine how they deal with patients who have substance abuse problems. The survey revealed how physicians identify substance abuse in their patients, what efforts they make to help these patients, and what barriers they find to effective diagnosis and treatment. The most troubling finding of the survey was that 94 percent of the physicians failed to include substance abuse among the five diagnoses they offered when presented with early symptoms of alcohol abuse in an adult patient. Also surveyed were 510 adults currently receiving treatment for substance abuse. Most patients said their physicians did nothing about their substance abuse. These findings add up to an enormous lost opportunity. Substance abuse and addiction are the leading cause of death, disability, and disease in the United States. Primary care physicians have a unique opportunity to intervene to avoid these consequences. To avoid the missed opportunity, this report recommends that medical schools increase training in substance abuse, that primary care physicians screen patients for substance abuse, and that insurers provide for physicians talking to patients about substance abuse. (Contains 3 appendixes, 27 figures, and 30 references.) (JDM)

ED 452 443   CG 030 747

Under the Rug: Substance Abuse and the Mature Woman.
SPONS. AGENCY- Bristol-Myers Squibb Foundation, Inc., New York, NY.
PUB DATE- 98
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Depression (Psychology); *Drinking; *Females; *Health Education; *Identification; Medical Education; Middle Aged Adults; National Surveys; *Physicians; Professional Continuing Education; Psychological Needs; *Substance Abuse

This report follows an extensive survey of primary care physicians (N=400) about the problem of substance abuse in women over the age of 59. Research has shown that an individual who reaches the age of 21 without smoking, using drugs, or abusing alcohol is virtually never at risk to abuse these substances. The only exception occurs with mature women, especially those who suffer the loss of a child or spouse, have financial difficulties, or experience loneliness. Only one percent of the physicians in this survey ever even considered a substance abuse diagnosis when presented with the typical early symptoms of alcohol and prescription drug abuse in these women. As gatekeepers of their care, physicians need to assume a key role in detecting early signs of trouble. There is strong evidence that brief physician interventions can improve medication compliance, improve smoking cessation rates, and reduce risky drinking. Medical schools and Continuing Education Programs need to provide physicians with the information about recognizing early signs of substance abuse. The problem can be

Attention to ethocultural factors requires familiarity with a non-Western value system that reflects group harmony, deference to the needs of the family, and interdependence rather than a traditional western value system. Students of color generally respond well to culturally appropriate interventions, yet relevant assessment and intervention strategies vary for each group of students. Several suggestions are given on how counselors can develop and refine cultural assessment and intervention skills. Some suggestions include: (1) understand how a person's ethnocultural factors may affect others; (2) seek training opportunities that broaden understanding of how social, political, and global realities affect students' perception and response to their environment; and (3) develop supervision skills that value and stress a student's ethnocultural factors. Collectively, all helping professionals must commit to systemic interventions that strengthen the multicultural and human relations skills on campus to make the whole campus receptive to student diversity. (JDM)

ED 452 465 CG 030 885

Two Generations: Partners in Prevention. Youth in Action. Bulletin, Number 5.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Community Programs; Cooperative Programs; *Crime Prevention; *Intergenerational Programs; Mentors; Older Adults; Program Development; Social Support Groups

Young and old joining together in intergenerational projects where they share their insights, skills, and experiences can strengthen community ties and improve the well-being of all participants. This bulletin explores ways both younger and older members of a community can work together on a crime prevention initiative. Such a partnership in prevention can help organize neighborhoods; decrease vandalism; provide a service to the elderly; and offer mentors to young people. Suggestions are provided on how to start a two-generation crime prevention program. Ways to keep the project going and some of the anticipated challenges of running such a project are also discussed. Several questions can be considered to help evaluate whether the project has met the original goals. Does it eliminate or reduce stereotypes about youth and seniors? Has it helped reduce older citizens' fears of youth in the community? Has it raised community members' awareness of problems in their neighborhood? Performing a follow-up survey several months into the project will show whether attitudes have changed, whether fears have decreased, and what positive discoveries each group has made about the other. A list of seven resources is included. (JDM)

ED 452 466 CG 030 886

Dunworth, Terence
National Evaluation of the Youth Firearms Violence Initiative.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

educators: (1) "The Hidden Curriculum: Are We Teaching Young Girls to Wait for the Prince?" (Susan Lehr); (2) "The Unquenchable Source: Finding a Heroic Girl inside a Man" (T.A. Barron); (3) "Deconstructing Harry: Catching a Critical Eye on the Witches and Wizards of Hogwarts" (Deborah L. Thompson); (4) "Popular Series Books and the Middle-Class Children Inhabiting Them: Are Girls and Boys Really That Frivolous?" (Jennifer Armstrong); (5) "Picture Books for Preschool Children: Exploring Gender Issues with Three- and Four-Year-Olds" (Barbara Chatton); (6) "Are Authors Rewriting Folklore in Today's Image?" (Margaret Chang); (7) "Truth as Patchwork: Developing Female Characters in Historical Fiction" (Janet Hickman); (8) "Separating the Men from the Boys: Coming of Age in Recent Historical Fiction for Children" (Daniel P. Woolsey); (9) "Representations of Native American Women and Girls in Children's Historical Fiction" (Debbie A. Reese); (10) "Why Gender Stereotypes Still Persist in Contemporary Children's Literature" (Belinda Y. Louie); (11) "Parent Characters in Children's Novels: Lessons Learned" (Sylvia M. Vardell); (12) "Parallels, Polarities, and Intersections: Gender and Religion in Children's Books" (Ann Trousdale); (13) "Why Do Educators Need a Political Agenda on Gender?" (Kathy G. Short); and (14) "The Anomalous Female and the Ubiquitous Male" (Susan Lehr). (NKA)

ED 452 488 CS 014 294

Jones, Noel K.
A Decision-Making Model of Reading Recovery Teaching: Figuring Out What To Do When.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Action Research; *Classroom Techniques; *Decision Making; *Literacy; Models; Primary Education; Reflective Teaching; *Teacher Role
IDENTIFIERS- Clay (Marie); *Reading Recovery Projects

Decision-making in Reading Recovery requires skills of observation and reflective analysis that many teachers have not had to learn in order to be good classroom teachers. This is because Reading Recovery sets the teacher a very complex task which involves the construction of a curriculum for each individual child--a curriculum that is consistently and regularly contingent upon that child's current knowledge and emerging awareness, and which is guided by the teacher's close observations, her understanding of Marie Clay's theory of literacy acquisition, and her own experience with various paths that different children may take in the process of becoming literate. These decision-making processes can be compared to action research which has been described as "a form of professional practice, a research process, and a reflective way of teaching" (Arhar, Holly, and Kasten, 2001). This article aims to increase Reading Recovery teachers' awareness of the cycle of decision-making steps that underlie good Reading Recovery teaching, and to enable them to think about the many ways they can bring their teaching into balance so that the children they serve have an increased opportunity to develop self-extending literacy learning systems. The article outlines a 10-step decision-making model for Reading Recovery teachers.

IDENTIFIERS- California; *California Early Literacy Learning; *Extended Literacy Learning

California Early Literacy Learning (CELL) and Extended Literacy Learning (ExLL) are professional development programs designed to help elementary teachers strengthen their teaching of reading and writing. Research-based teaching methodologies are organized into a framework for classroom instruction. CELL training (pre-K-Grade 3) emphasizes that the instructional focus in the primary grades is to teach reading and writing. ExLL (Grades 3-6) focuses on reading and writing in the content areas while recognizing that some children in the intermediate grades are still struggling readers. The frameworks have been designed to structure classrooms that use literacy activities throughout the day of every school day. This CELL and ExLL framework training booklet is divided into the following sections: Overview; CELL Framework; ExLL Framework; Major Components of CELL and ExLL; Training Model; Research; Implementation: Second Chance at Literacy Learning; CELL Math; Collaborations and Partnerships; and Literacy Coordinators. Contains a 140-item bibliography and 10 tables of data. (NKA)

ED 452 510 CS 014 374

California Early Literacy Learning, Extended Literacy Learning: Second Chance at Literacy Learning. 2001 Technical Report .
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Elementary School Teachers; Elementary Secondary Education; English Instruction; *Literacy; *Professional Development; Program Descriptions; Program Implementation; *Reading Instruction; Student Needs; Training Objectives; *Writing Instruction
IDENTIFIERS- California; *California Early Literacy Learning; *Extended Literacy Learning

California Early Literacy Learning (CELL) and Extended Literacy Learning (ExLL) are professional development programs designed to help elementary teachers strengthen their teaching of reading and writing. Research-based teaching methodologies are organized into a framework for classroom instruction. CELL training (pre-K-Grade 3) emphasizes that the instructional focus in the primary grades is to teach reading and writing. ExLL (Grades 3-6) focuses on reading and writing in the content areas while recognizing that some children in the intermediate grades are still struggling readers. The frameworks have been designed to structure classrooms that use literacy activities throughout the day of every school day. Second Chance at Literacy Learning (Grades 6-12) training supports secondary English, reading, and special education teachers with both a classroom best practices model and a small group intervention. This training booklet is divided into the following sections: Overview; CELL Framework; ExLL Framework; Second Chance at Literacy Learning Framework; Major Components; Training Model; Research; Implementation; Additional Training Opportunities; and Collaborations and Partnerships. Contains a 137-item bibliography and 16 tables of data. (RS)

ED 452 511 CS 014 375

Cartier, Sylvie; Plante, Andre; Tardif, Jacques
Learning by Reading: Description of Learning Strategies of

was read before Adam's visit; invitations were sent to area junior high schools; Adam booked his own flights; he stayed at a bed-and-breakfast for five nights for $500; and the balance of the $4500 grant was his speaker's fee. The response was so positive that Adam will return next year. (NKA)

ED 452 530 CS 217 390

Encouraging Good Homework Habits. Parents and Children Together Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 76p.; Accompanying audiotape not available from ERIC. For more books in the series, see CS 217 391-399.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Homework; *Parent Student Relationship; *Reading Aloud to Others; *Reading Habits; *Study Skills; Time Management
IDENTIFIERS- *Organizational Skills; *Parental Supervision

This book, one of a series, focuses on help with homework. The message of the series urges parents and children to spend time together, talk about stories, and learn together. The first part of each book presents stories appropriate for varying grade levels, both younger children and those in grades three and four, and each book presents stories on a particular theme. The Read-along Stories in this book are: "Boy with a Shovel" (David L. Harrison); "Rebel Cows: A Victim's Story" (Alex Bagosy); and "The Innkeeper's Boy" (Diane Brooks Pleninger). On an accompanying audiotape, the stories are performed as radio dramas, allowing children to read along. The second half of each book provides ideas and guidelines for parents, as well as activities and books for additional reading. This book suggests six methods of helping students with homework, including: (1) showing interest; (2) providing structure; (3) allowing schedule flexibility while maintaining homework's importance; (4) asking about completed homework; (5) encouraging planned study for tests; and (6) showing children how to organize and write in a notebook. Contains 34 references. (EF)

ED 452 531 CS 217 391

Learning Science at Home. Parents and Children Together Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 71p.; Accompanying audiotape not available from ERIC. For other books in the series, see CS 217 390-399.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Parent Student Relationship;

accepted under the new NCATE standards, and offers some examples. (NKA)

ED 452 550 CS 217 515

Tancredo, Dana E.
The Effects of Breakthrough to Literacy on Oral Language Development at the Kindergarten Level.
PUB DATE- 01
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Software Evaluation; Instructional Effectiveness; Kindergarten; *Language Acquisition; *Oral Language; Primary Education; *Reading Attitudes; Reading Readiness; Student Attitudes

The software "Breakthrough to Literacy" was introduced in kindergarten classrooms in a suburban school district in 1999 and focuses on oral language development. Through observations, the author studied the effects the software had on individual children's oral language and pre-reading readiness skills. Along with reading skill development, oral language and thinking skill development were also observed. The purpose of this study was to observe the effects of the software on both the reading and oral language development at the kindergarten level. The population involved three children selected at random. Results indicated that the software provided the children with a strong reading base. Results also showed that oral language development and reading skills had continued to grow and develop. When the study was completed, the three children were interviewed separately. Each child spoke positively about the software and was excited to be reading. (Contains 13 references and 5 tables of data. Appendixes contain 3 additional tables of data.) (Author/RS)

ED 452 551 CS 217 516

Bassett, Diane; DeVine, Denise; Perry, Nancy; Rueth, Catherine
Keys to Improving Writing in the Primary Grades.
PUB DATE- 01
NOTE- 100p.; Master of Arts Action Research Project, Saint Xavier University and IRI/SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Grade 1; Grade 3; Parent Participation; Primary Education; Writing Achievement; Writing Attitudes; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Research; *Writing Skills

This action research describes a program for improving writing skills. The targeted population consisted of first and third graders in two middle class communities in the southern suburbs of Chicago. The need for improvement in writing skills was documented through observation checklists, writing samples, and surveys. Data revealed a need for implementation of writing interventions. Analysis of probable cause data revealed that faculty observed difficulties in writing due to the lack of a formal writing program, the amount of classroom time spent on writing due to curriculum demands, and a lack of teacher training in this area. The professional literature suggests the following as reasons why students were poor writers: (1) they were not exposed to writing at an early age; (2) there is a lack of real meaning in their writing experiences; (3) reading

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Budgets; *Educational Change; *Educational Policy; Educational Practices; Elementary Secondary Education; *Government Role; Public Schools
IDENTIFIERS- *Department of Education; *Educational Issues

The United States Secretary of Education, Rod Paige, was called to testify before the House Budget Committee on March 13, 2001, on behalf of President Bush's plan to strengthen American elementary and secondary schools and close the achievement gap, and to discuss the President's 2002 budget for education. In this testimony, Secretary Paige first announces that President Bush has made education his top priority and then makes a few observations about the President's plan, "No Child Left Behind." The testimony next addresses how to close the achievement gap between disadvantaged students and their more advantaged peers. It then discusses empowering parents with choices, expanding flexibility and reducing bureaucracy, and supporting improvements in key areas (through "No Child Left Behind" proposals). The testimony notes two priorities of the President's 2002 budget: (1) special education; and (2) Pell Grants. It concludes that the education reform proposals contained in "No Child Left Behind," combined with the 2002 budget for education, support a comprehensive vision for closing the achievement gap and improving the quality of education. (NKA)

ED 452 570   CS 510 544

Hopson, Carol Stein
Recognizing the Need for Oral Communication Skills in Workforce Development Programs.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the Southern States Communication Association (71st, Lexington, KY, April 4-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Community Involvement; *Curriculum Development; Distance Education; Higher Education; *Labor Education; *Labor Force Development; Speech Communication; *Verbal Communication
IDENTIFIERS- Community Instructional Services

Many changes in job training and distance education have had a negative effect on the traditional oral communication class, while the need for better oral communication skills is increasing dramatically. Instructors now face the challenge of convincing administrators that the need for oral communication education is too important to be eliminated from the curriculum. Instructors need to translate the theories of speech communication into job-related skills, and they need to become involved in community economic and workforce development groups. In developing oral communication skills in workforce development programs, certain strategies are needed, such as becoming involved, learning what training is needed, developing professional expertise, and determining how to meet the needs of students. (Contains a sample survey, "Oral Communication in the Workforce.") (RS)

Elementary Secondary Education; *Employer Employee Relationship; Grievance Procedures; Labor Problems; *Labor Relations; *Negotiation Agreements; *Public Schools; Reduction in Force; Scope of Bargaining; Strikes; Teacher Discipline; *Teacher Rights; Unions

IDENTIFIERS- American Federation of Teachers; National Education Association; Sam Houston State University TX

Collective bargaining is the process of negotiating and administering a contract agreement between a union and the employing organization. Although the specific provisions of collective bargaining agreements vary from one school to another, the collective bargaining process, and negotiated contract generally, address the following issues: management rights, narrow grievance definition, no-strike provision, zipper clause, maintenance of standards, just cause, reduction in force, wages and benefits, and others. Negotiators use several tactics to improve their bargaining including counterproposals, tradeoffs, caucus, and costing proposals. In recent years, collaborative bargaining has become apparent. Collaborative bargaining focuses on ongoing problem solving throughout the school year rather than dealing with a buildup of issues presented at the bargaining table. (Contains 12 references.) (Author)(TEJ)

ED 452 588 EA 030 961

Silins, Halia; Zarins, Silja; Mulford, Bill

What Characteristics and Processes Define a School as a Learning Organisation? Is This a Useful Concept To Apply to Schools?

PUB DATE- 98

NOTE- 11p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Adelaide, Australia, November 29-December 3, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; Educational Administration; Educational Change; Educational Environment; *Educational Improvement; *Educational Quality; Foreign Countries; *Learning Strategies; Organizational Change; Organizational Climate; *Organizational Effectiveness; *Partnerships in Education; *Professional Development; Secondary Schools; Teachers

IDENTIFIERS- *Australia; *Learning Organizations

The concept of secondary schools as learning organizations is being examined as part of a research project involving South Australian and Tasmanian secondary schools. The authors defined learning organizations as schools that: employ processes of environmental scanning; develop shared goals; establish collaborative teaching and learning environments; encourage initiatives and risk taking; regularly review all aspects related to and influencing the work of the school; recognize and reinforce good work; and, provide opportunities for continuing professional development. A survey of 2,000 teachers and principals was conducted using items representing these 7 dimensions. This observed data was analyzed and a confirmatory factor analysis procedure using LISREL (structural equation modelling software) was employed to test the measurement models generated. Discussion of these results clarifies the characteristics and processes recognized as existing in secondary schools that relate to the reconceptualization of schools as learning organizations and addresses the usefulness of this approach. (Contains 21 references.) (Author/TEJ) the current and upcoming generation of students more than the more traditional priority of funding alone. Equity of educational opportunity not only demands fiscal equalization, but also education equalization--both must work together in practice. This study concludes that the finances for public education in Canada are not in bad shape. What is slowing progress, however, is the friction among those within the system and those interacting with the system. This is a communication problem, not a finance problem. (DFR)

ED 452 608   EA 030 999

Wallace, Mike
School Renewal on a Grand Scale: Managing Complex Initiatives To Restructure Local Provision of Schooling in England.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Decentralization; *Educational Change; Educational Finance; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Organizational Development; School Culture
IDENTIFIERS- *England

Strategies for initiating and sustaining complex education change, as reported in this paper, entail coordinated interaction across administrative levels of public education systems. Efforts to change schooling in England have included initiatives to downsize and reconfigure the provision of state-funded education. These efforts have created conditions for school renewal--promoting improvement in the quality of education offered in the smaller number of formally restructured institutions that survive. Large-scale local initiatives to reorganize schools provide a set of characteristics of complex educational change and change-management themes. This study hypothesizes that these characteristics are not confined to the specific complex change that restructuring schools represent through a major reorganization exercise. The study reported here was designed as a first step toward filling a gap in research-backed practical guidance that addresses the increasing complexity of educational change. A pilot study for the present research indicated that managing such a change could be highly problematic, not only because of difficulties with cross-level communication, but also due to the unintended inhibitory effect of diverse central government policies. Patterns in the complexity of educational change are revealed by analysis of the data on local education authorities' reorganization initiatives and their management implications. The analysis indicates how patterns were detectable in the complexity of the reorganization initiatives and the school-renewal efforts that flowed from them, providing practical implications for managers. (Contains 19 references.) (DFR)

ED 452 609   EA 031 000

Fitz, John; Beers, Bryan
Education Maintenance Organisations and the Privatisation of Public Education: A Cross National Comparison of the USA and

with Disabilities Educ Act Amend 1997; Rehabilitation Act 1973 (Section 504)

This digest compares the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA) as amended in 1997, and Section 504 of the Rehabilitation Act of 1973. Comparisons are provided which look at: (1) the type/purpose of each Act; (2) eligibility for services under each Act; (3) whether the Act requires the provision of a free, appropriate public education; (4) whether federal funds are provided to implement the Act's requirements; (5) procedural safeguards and due process provisions under each Act; and (6) evaluation and placement procedures under each Act. Also included are telephone information lines and Web sites concerning each of the three Acts. (DB)

ED 452 628 EC 308 385

Warger, Cynthia
Five Homework Strategies for Teaching Students with Disabilities. ERIC/OSEP Digest E608.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Disabilities; Elementary Secondary Education; *Homework; Inclusive Schools; Parent School Relationship; Research and Development; *Research Utilization; Self Management; Study Skills; Teaching Methods; *Theory Practice Relationship

This digest explains five homework strategies appropriate for use with students who have disabilities and which are supported by research. These strategies are: (1) give clear and appropriate assignments (specific tips from both teachers and students are offered); (2) make homework accommodations (eight common accommodations are listed); (3) teach study skills (eight organizational strategies basic to homework are listed); (4) use a homework calendar (an example of how one teacher used such a calendar to increase communication with students' families is offered); and (5) ensure clear home/school communication (suggestions include specific ways that teachers can improve communication with parents and administrators can support teachers). (DB)

ED 452 629 EC 308 386

Obi, Sunday O.; Obiakor, Festus E.
Rural Students with Exceptionalities: Refocusing in the New Millennium.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Assistive Devices (for Disabled); *Delivery Systems; *Disabilities; Educational Technology; Elementary Secondary Education; Gifted; Interdisciplinary Approach; *Low Incidence Disabilities; Needs Assessment; *Rural Education; *Special Education; Teacher Shortage

for Students with Disabilities. Fourth Edition.
PUB DATE- 01
NOTE- 125p.; See ED 330 201 for previous edition. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Admission; *College Choice; *College Programs; College Students; Community Colleges; *Disabilities; Higher Education; Private Colleges; Program Descriptions; Public Colleges; Special Programs; Student Educational Objectives; Student Needs; *Student Personnel Services; Vocational Schools
IDENTIFIERS- *Colorado

This handbook for Colorado students describes schools available to any individual who wants to continue education after high school. It concentrates on how specific schools work to help students with disabilities. An introductory section entitled "Getting Started" explains the types of postsecondary schools, admissions policies, federal laws covering secondary and post-secondary schools, documentation and assessment of a disability, and adaptations, accommodations, and modifications. The differences between high school and college requirements are contrasted. Individual descriptions of 6 vocational schools, 15 two-year college institutions, 2 on-line educational institutions, and 16 four-year college institutions are then provided. Descriptions include information on the type of school, enrollment, housing availability, admissions and registration, identification and assessment of students with disabilities, program, instructional support, counseling, and program emphasis. Appendices contain: (1) a questionnaire entitled "Choosing a Postsecondary School," which helps students examine their own goals and needs and the characteristics of prospective schools; (2) testing accommodations; (3) documentation guidelines; (4) an overview of Section 504 of the Rehabilitation Act of 1973; and (5) an annotated list of resources for students, teachers, and counselors. (CR)

ED 452 648 EC 308 406

Evaluation of the Special Instructional Assistance Program. Final Report.
PUB DATE- 00
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Developmental Delays; *Early Intervention; Elementary Education; *Individualized Instruction; Outcomes of Education; *Prevention; Primary Education; Program Evaluation; *Small Classes; Teacher Student Ratio; *Team Teaching
IDENTIFIERS- *Georgia

This report discusses the activities and outcomes of Special Instructional Assistance (SIA) an early intervention, prevention program designed to help Georgia students with identified developmental delays overcome the effects of those delays on academic achievement. The central tenet of the themes are emphasized and the information shared is used as a prompt to make improvements within a program or system. Some of the key issues discussed include: (1) what's the purpose of telling your story?; (2) who is your audience?; (3) how should your story be organized?; (4) how can you find and use your voice?; (5) how to work with props or audio-visuals; (6) how to deal with personal emotions when telling your story; and (7) how to get feedback after your presentation. Resources on telling your story, public speaking, and stories that have been told are included. (SG)

ED 452 667   EC 308 513

Ziegler, Martha
One Mother's Reflections: Recent Reading about Autism.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 99
NOTE- 8p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Autism; Book Reviews; *Disabilities; *Early Intervention; Mainstreaming; *Parent Participation; Preschool Education; Special Education; Teaching Methods

There has recently been an explosion of interest and writing about autism, autism spectrum disorders, pervasive developmental disorder (PDD), and pervasive developmental disorder not otherwise specified (PDDNOS). This issue of the "Early Childhood Bulletin" suggests readings for parents, therapists, and professionals serving on Interagency Coordinating Councils (ICCs). Four emerging trends related to autism are discussed, including: (1) increased respect for people with autism; (2) the importance of assessing and treating each child with autism as a unique individual; (3) the effectiveness of using a combination of approaches when working with children with autism; and (4) the critical need for family involvement in the education of young children with autism. Seven readings of the author's choice are then reviewed, including: "Right from the Start" (Sandra L. Harris and Mary Jane Weiss); "Movement Differences and Diversity in Autism/Mental Retardation" (Anne M. Donnellan and Martha R. Leary); "Little Rain Man" (Karen L. Simmons); "A Parent's Guide to Autism" (Charles A. Hunt); "Resource Guides from the States"; and "Targeting Autism" (Shirley Cohen). The author closes by discussing the impact that the U.S. Departments of Education's early intervention and preschool programs have had on helping young children with autism. (Contains 10 references.) (SG)

ED 452 668   EC 308 514

Shackelford, Jo
Finding and Referring Infants and Preschoolers with Developmental and Health Needs. Health Services for Young Children under IDEA, Paper No. 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English

ED 452 690 FL 026 577

Gauthier, Claude, Ed.; Jeanneret, Therese, Ed.

Francais langue etrangere en milieu homoglotte et alloglotte: quels enseignements pour quelles pratiques effectives, quelles pratiques effectives apres quels enseignements? (French as a Foreign Language in Homoglot and Alloglot Environments: What Lessons To Teach for Which Effective Practices, Which Effective Practices Follow What Lessons?)

PUB DATE- 00

NOTE- 162p.; Published biannually.

LANGUAGE- French

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- College Students; Communicative Competence (Languages); Experiential Learning; Foreign Countries; *French; Grammar; Higher Education; Interviews; Questionnaires; Second Language Instruction; Second Language Learning; *Social Environment

IDENTIFIERS- *Switzerland

The articles in this volume are based on a survey of language learners carried out at five Swiss universities. The surveys (done through interviews and questionnaires) concern the ways that students encounter their second language (French) outside the classroom, and which of those practices are the most effective in improving their French. The research reveals the experience of language learners in "everyday" situations, and examines when and why the subjects use their second language outside of class. These articles also deal with the social context of language learning, especially as students move in and out of situations in which they belong to the linguistic majority or the linguistic minority. This research addresses the difference between communicative competence and grammatical skill, and the fact that students' linguistic competence reflects not only on their intellectual capability but also on their identity. Knowing how students use what they learn in the classroom, and what difficulties they encounter in those real-life situations, helps teachers and teacher-educators to make second language classes relevant to students' use of language and to take advantage of the increased autonomy of language learners in "immersion" situations. (JSS)

ED 452 691 FL 026 628

Bibliographie annotee 4-6--Francais langue seconde-immersion: Selection d'ouvrages de la litterature jeunesse (Annotated Bibliography 4-6--French as a Second Language-Immersion: Selection of Works from Children's Literature).

PUB DATE- 00

NOTE- 189p.

LANGUAGE- French

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Class Activities; Foreign Countries; *French; Grade 4; Grade 5; Grade 6; *Immersion Programs; Intermediate Grades; Second Language Instruction; Second Language Learning

This annotated bibliography of children's literature presents 74 books and stories that can be used in the classroom to introduce literature in French to children in fourth through sixth grades. The selected texts (51 titles in fiction and 23 titles in non-fiction) were chosen for their age-appropriate language and themes, as well as their applicability to significant professional development for the learning and teaching of the languages and studies of Asia. The report also documents the concerted national effort in the key areas of teacher training and development, program delivery, curriculum resources, and international and cooperative partnerships. Four appendices are included. (KFT)

ED 452 713   FL 026 686

Willemsma, Adalgard; Mac Poilin, Aodan
Irish: The Irish Language in Education in Northern Ireland. Regional Dossiers Series.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 97
NOTE- 29p.; For other documents in the series, see FL 026 687-94.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Maintenance; Educational Policy; Ethnic Groups; Foreign Countries; *Heritage Education; *Irish; *Language Maintenance; Language Minorities; *Language Planning; National Programs; *Native Language Instruction; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- European Union; *Northern Ireland

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union--Northern Ireland. Details are provided about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is Irish. It is a Celtic language closely related to Scottish Gaelic and Manx, and more distantly related to Welsh, Breton, and Cornish. According to a 1991 census, there are nearly 80,000 people in Northern Ireland who can speak, read, and write Irish and over 45,000 who can speak the language--about 10% of the total population of Northern Ireland. (Contains 22 references.) (KFT)

ED 452 714   FL 026 687

ar Mogn, Olier, Comp.; Stuijt, Mark, Comp.
Breton: The Breton Language in Education in France. Regional Dossiers Series.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 98
NOTE- 40p.; For other documents in the series, see FL 026 686 and FL 026 688-94.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive

Countries; *French; Language Skills; *Lesson Plans; *Native Language Instruction; Native Speakers; Preschool Children; Preschool Education; Skill Development; Teacher Role
IDENTIFIERS- *Alberta

This manual, intended for the parents of new pre-school students, presents information on the organization and curriculum of Alberta's French-language pre-school programs for native speakers of French. Written from the point of view of a fictional pre-school teacher, the manual responds to parents' frequently asked questions on topics such as daily activities, the use of French in the classroom, the linguistic, cognitive, and social growth of the student, and the role of the parent in his or her child's school life. With regard to the parents' role, the manual lists activities in the classroom that parents can help with, how parents should talk to their children about school, and suggestions for non-Francophone parents. The manual also lists further resources for parents on the Alberta curriculum. (JSS)

ED 452 733 FL 026 706

Nicklsch, Craig W., Ed.
Selecta: The Journal of the Pacific Northwest Council for Languages, 1999.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English; German
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classical Literature; *French Literature; *German Literature; *Literature Appreciation; Second Language Instruction; Second Language Learning

This issue contains three articles, one each in the area of classical, French, and German literature respectively: "Treatments of 'Furor' and 'Ira' and the End of Vergil's 'Aeneid'" (James M. Scott); "Ambiguity and Binarism in Georges Feydeau's 'La Puce a l'oreille'" (James Mills); and, in German, "Die Fahne hoch! Das Horst-Wessel Lied als Nationalhymne" (Craig W. Nicklsch). Scholarly references are appended to the end of each article. (Contains 75 references.)

ED 452 734 FL 026 707

Jabbhour, Georgette
Corpus Based Instruction.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computational Linguistics; Computer Uses in Education; *Databases; Discourse Analysis; Grammar; Language Patterns; Psycholinguistics; Second Language Instruction; Second Language Learning; Text Structure

Corpus-based instruction, also referred to as corpus-based linguistics, is essentially the study of genre texts for the production of materials that fit a specific group of second language learners. For example, if a group of students is learning the language in order to read medical articles, a specific teaching program can be set up based on the text analysis of the genre and corpus linguistic tools. The strength of this procedure is that word associations represent meanings, or functions. Because language teaching is essentially relating forces that alienate. It recommends a broader, more inclusive curriculum and pedagogy, and urges higher education to listen to the voices of these students and to envision and create a new higher education culture that will provide support and services and an education relevant to their needs. (Contains 48 references.) (Author/SLD)

ED 452 754 HE 033 969

Hashway, Robert M.; Brentley, Mary; Carter, Joseph
Equitable Access.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Admission (School); College Entrance Examinations; College Preparation; *College Students; *Equal Education; Higher Education; *Minority Groups; *Sex Differences

The purpose of this study was to examine certain objective admission criteria at open admission institutions, eliminating the problem of truncated variable distribution. Minorities who are admitted to selective colleges and universities with lower than average Scholastic Assessment Test or ACT Assessment test scores (1100 and 27, respectively) in contrast with the average scores of Caucasian students (1300 and 30) have nearly equal graduation rates. This study used a random sample of 600 students from 3 open admissions institutions. The results indicate a need to help males actualize their potential, and they demonstrate that a quota system does not serve the needs of minorities. The status of minorities is better addressed by focusing on the ethos of home, family, school, and society to help them become better prepared before applying to college. This study supports the contention that equity occurs when all candidates, similarly prepared, have similar chances of success. The results support the proposition that the United States needs to implement fully the spirit and intent of the Emancipation Proclamation. (Contains 63 references.) (SLD)

ED 452 755 HE 033 970

Smith, Michael J.
College Choice on an "Unlevel" Playing Field: How Low Income African American Parents Understand College Choice.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *College Choice; Focus Groups; Higher Education; Knowledge Level; *Low Income Groups; *Parents; Paying for College; Selection
IDENTIFIERS- African Americans

This study examined college choice within the African American community, focusing on how low income African American parents understand the college selection process. The parents studied were trying to help their children make a choice about what college to attend and why to choose it. Data were collected from more than 375 students, parents, and counselors from low socioeconomic schools in the Los Angeles, California area.

suggestions can be derived for creating a successful online community, and these center on prompt responses, profiles of participants, rules for a friendly environment, and providing information about specific discussion topics and the timing of discussions and presentations. A review of the policies of several major accreditation associations and professional groups suggests that a primary concern for evaluative bodies is that the distance education initiative be consistent with the mission and purposes of the institution with evaluative mechanisms in place to assure that programs and courses offered electronically have the same requirements and meet the same outcomes as traditionally offered courses. Accrediting agencies are also concerned with faculty training for distance education, learning resources, student services, and physical and financial resources. The commitment to distance learning goes beyond the effort to provide quality courses in a new environment to a demonstrated commitment to continuous improvement. (SLD)

ED 452 775   HE 033 994

Hu, Shouping; Kuh, George D.
Computing Experience and Good Practices in Undergraduate
  Education: Does the Degree of Campus Wiredness Matter?
PUB DATE- 01
NOTE- 32p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (Seattle, WA, April 10-14,
  2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Practices;
  Educational Technology; Higher Education; *Information
  Technology; *Undergraduate Students
IDENTIFIERS- *Access to Computers

Responses to the College Student Experience Questionnaire Fourth Edition (C. Pace and G. Kuh, 1998) from 18,844 students at 71 colleges and universities were analyzed to determine if the presence of computing and information technology influenced the frequency of use of various forms of technology and other educational resources and the exposure to good educational practices. Undergraduates attending "more wired" campuses as determined by the 1998 and 1999 Yahoo Most Wired Campus survey more frequently used computing and information technology and reported higher levels of engagement in good educational practices than their counterparts at less wired institutions. Nontraditional students benefited less than traditional students, but both women and men students benefited considerably from campus wiredness. An appendix contains the survey items that represent good educational practices. (Contains 4 tables and 45 references.) (Author/SLD)

ED 452 776   HE 033 995

Hu, Shouping; Kuh, George D.
Being (Dis)Engaged in Educationally Purposeful Activities: The
  Influences of Student and Institutional Characteristics.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (Seattle, WA, April 10-14,
  2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

than one region. Each listing programs information non program sponsorship with contact and enrollment information. Programs are indexed by sponsoring institution, consortia, fields of study, special options, and cost ranges. A sample listing explains each section of the listing. (SLD)

ED 452 796 IR 020 604

Community Update, 2000.
PUB DATE- 00
NOTE- 76p.; For the 1999 issues, see ED 438 780.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Involvement; Educational Finance; Educational Improvement; Educational Technology; Elementary Secondary Education; *Family Involvement; *Family School Relationship; Federal Government; Government Role; Government School Relationship; Higher Education; Literacy; Newsletters; *Partnerships in Education; Preschool Education; Reading Programs; *School Community Relationship; Summer Programs; Teacher Education
IDENTIFIERS- Partnership for Family Involvement in Education

This document consists of ten issues (covering January through December 2000) of the Newsletter, "Community Update," containing articles on community and family involvement in education. Article topics include: grants to improve local schools in the 21st century; the Telephone Pioneers of America; learning resources on the World Wide Web; faith communities partner with public schools to help children learn; the Chicago Partnership for Family Involvement in Education; competitive grants for improving schools; "Setting New Expectations," the seventh State of American Education address; improving teacher quality; Teachers College at Columbia University (New York) connects teachers and the community to improve quality; suggestions for summer educational activities; Washington, D.C.'s Bell High School--a multicultural model; addressing the future of Hispanic education; the demand for after-school programs; summer programs at 21st Century Community Learning Centers; modernizing America's schools; engaging family and community support for the new school year; record school enrollments; what to look for in a preschool; activities for engaging preschoolers; the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP); federal financial aid for higher education; and improving mathematics and science education. (MES)

ED 452 797 IR 020 605

EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, Tennessee, October 10-13, 2000).
PUB DATE- 00
NOTE- 558p.; For selected individual papers, see IR 020 606-623. Most html papers and all PowerPoint presentations and audiofiles are not available from ERIC.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Computer Networks; Computer Oriented Programs; Cooperative Programs; Distance Education; Educational Development; Educational Resources; *Educational Technology; Faculty Development; Higher Education; Information Services; *Information Systems; Partnerships in

PUB DATE- 01
NOTE- 349p.; For the 2000 yearbook, see ED 439 679.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Computer Uses in Education; Doctoral Programs; *Educational Media; *Educational Technology; Educational Trends; Elementary Secondary Education; Foreign Countries; Graduate Study; Higher Education; Masters Programs; Organizations (Groups); School Libraries; Schools of Education; *Technology Integration; Yearbooks
IDENTIFIERS- Canada; Technology Utilization; United States

The purpose of this yearbook is to focus on the meaningful integration of technology, providing information to help media and technology professionals practice their craft in a changing and expanding field. Part 1 focuses on trends and issues and includes the following papers: "Issues and Trends in Instructional Technology" (Michael Molenda and Phillip Harris); "A Pragmatic Model for Instructional Technology Selection" (Carmel Vaccare and Greg Sherman); "Our Biggest Challenge: Proving the Power of Technologies in Educational Settings" (Kyle L. Peck); and "The Online Database as an Empowering Research Tool" (Reshma Sookrajh and Lavine Kowlas). Part 2 covers school library media and includes the following papers: "Assessment of the Role of School and Public Libraries in Support of Educational Reform" (Christina Dunn); "Adding Networking Skills to One's 'Tool Box': Proposed Instructional Interventions for the School Librarian and Technologist" (William Sugar and Diane Kester); "The Media Specialist and Staff Development" (Mary Alice Anderson); "Library Power and Student Learning" (Kay Bishop); "It's Funner Now!' Where Online Guidance Stops and Mentoring Starts: Fifth Graders' Perceptions of Doing Research with the 'Research Buddy'" (Melissa R. Gibson and Joan Mazur); "Snapshots of a Teen Internet User: One Way to Learn about Information Literacy" (Jinx Watson); and "From Bricks and Mortar to Clicks and Modems: The Redesign of a Graduate Program" (Arthur Recesso, Jane Zahner, Andrew Brovey, Ellen Wiley, and Catherine Price). Part 3 lists professional organizations and associations in the United States and Canada, and part 4 describes U.S. graduate programs in instructional technology, educational media and communications, school library media, and closely allied programs. Part 5 is a mediagraphy of print and nonprint resources published in 1999 or 2000. Index included. (MES)

ED 452 817   IR 020 654

The Secretary's Conference on Educational Technology 1999: Evaluating the Effectiveness of Technology. Proceedings (Washington, D.C. July 12-13, 1999).
PUB DATE- 99
NOTE- 389p.; For individual papers, see IR 020 655-663, and IR 020 666.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; *Computer Assisted Instruction; *Computer Uses in Education; Educational Development; Educational Needs; *Educational Research; *Educational Technology; Elementary Secondary Education; Instructional Effectiveness; School Districts

This document contains the Conference Agenda, followed by highlights from 42 Spotlight School systems across the country.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; Career Education; Cooperative Education; Delivery Systems; Developed Nations; *Education Work Relationship; Educational Change; *Educational Needs; Employee Attitudes; Employer Attitudes; Employment Level; *Employment Practices; Foreign Countries; Futures (of Society); Job Skills; *Job Training; *Organizational Climate; Postsecondary Education; Secondary Education; Trend Analysis; *Vocational Education; Work Attitudes; Work Environment; Work Experience; Work Experience Programs
IDENTIFIERS- Australia

The definition of work has undergone a massive transition within the last decade, and this trend has major implications for vocational education. Earlier ideas of work included that it was full-time, permanent, and for life; in addition, work provided opportunities for career development, a clearly-defined employer-worker relationship, and clear work and family separation. Since these assumptions no longer exist, and have not really existed in developed nations for some time, vocational education must be examined in light of changes in this concept of work. For example, in an attempt to meet employer needs, vocational education has been shifting location from the education system to the workplace, with resulting confusion on the part of vocational educators. Throughout the western world, nations have shifted the emphasis from meeting the individual needs of vocational education students to a system that is industry-driven, although there is now some reaction against that change. In addition, the nature of workplaces is changing. Organizations are becoming increasingly specialized and multi-disciplinary, and large corporations are breaking into smaller units. As a result, there are vocational education needs to be met in the areas of content, especially in increasing demand for the development of conceptual and intellectual skills. The processes of vocational education also are changing, with debate about pre-employment versus on-the-job training, classroom-based versus experienced-based vocational education, and course-centered versus individualized delivery systems. Immediate challenges for vocational education include the following: (1) making employer involvement an economic imperative; (2) improving awareness of workplace realities among vocational education teachers; (3) adopting cooperative programs to deal with multiple employers, and (4) building international alliances in vocational education. (Contains 24 references.) (KC)

ED 452 346   CE 080 396

Libraries: Learning Places of Choice. The Response of the Library and Information Commission to "The Learning Age: A Renaissance for a New Britain." Policy Paper.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Agency Role; Cooperative Planning; *Delivery Systems; Educational Cooperation; Educational Opportunities; Foreign Countries; Government Role; Independent Study; *Information Services; Librarians; Libraries; Library Associations; *Library Services; *Lifelong Learning; Policy Formation; Position Papers; Public Agencies; *Public Policy; Systems Approach; Technological Literacy; *User

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Case Studies; Developed Nations; Educational Assessment; *Educational Quality; Educational Research; Foreign Countries; *Health Occupations; Inservice Education; Job Training; Postsecondary Education; Professional Associations; Professional Continuing Education; Professional Development; *Professional Personnel; *Professional Training; Science Careers; Science Education; Scientists; Secondary Education; Surveys; *Vocational Education; Work Environment
IDENTIFIERS- United Kingdom

This study examined the variability and fragility of post-modern apprenticeship of clinical and biomedical scientists, different experiences of the fortunate and the unsupported, and problems facing professional associations trying to support their members professional learning. Focus was on Medical Laboratory Scientific Officers (MLSOs) working in the National Health Service in the United Kingdom. Methods for data collection were 9 surveys covering over 5,000 scientists, 260 interviews, 10 case studies of local/regional training schemes, and 30 meetings with professional groups. Findings related to the work environment identified the changing nature of scientific work in hospitals, changes in the pattern of who does the work, changes to the ways in which scientific services are facilitated and organized, and consequences for staffing levels and workloads. Findings related to training indicated funding lasted for 2-3 years, with some flexibility in length of training; MLSOs used logbooks developed by the Registration Board to specify training required in each discipline and a common core; arrangements for supervision appeared sufficient; feedback was inadequate; 18 learning processes were identified; former trainees positively endorsed training quality; and designated trainees said their academic and laboratory training were very good or good. Several issues were identified: quality assurance, professionalizing the training function, future of training for the health scientist professions, and training fit for purpose. (Contains 13 references.) (YLB)

ED 452 364 CE 081 624

Coyle, Naomi C.
Why Math Careers? Women's Self-Efficacy Beliefs.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the Louisiana Educational Research Association (Baton Rouge, LA, March 8-9, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Blacks; *Career Choice; Career Education; Community Influence; Educational Research; *Employed Women; Higher Education; Interviews; *Mathematics; Nontraditional Occupations; Personal Narratives; Postsecondary Education; Role Models; Secondary Education; Self Concept; *Self Efficacy; *Significant Others; *Social Influences; Stress Variables; Success; Whites
IDENTIFIERS- Bandura (Albert); Mathematics Careers

This study determined the role of self-efficacy on women's selection of math-related careers. Unlike a similar study conducted by Zeldin and Pajares (2000), this study included African-American women. It centered on Banduras (1986, 1987) four sources for self-efficacy perceptions (mastery experiences, vicarious experiences, verbal persuasions, and

A Guide to Outreach with Laptops.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Computers; Access to Education; *Adult Education; *Community Development; Community Education; Computer Literacy; *Computer Uses in Education; Computers; Developed Nations; Distance Education; Foreign Countries; *Information Technology; Microcomputers; *Outreach Programs; *Program Implementation; Telecommunications
IDENTIFIERS- *Laptop Computers; United Kingdom

Intended for outreach workers, community development workers, tutors, managers, and coordinators, this guide focuses on how laptop computers are and could be used innovatively and resourcefully for basic skills, outreach, and widening participation generally. Chapter 1 introduces aims and management of the Laptop Initiative for Adult and Community Learning that provided laptops for use in outreach. Chapter 2 defines outreach, considers the why and how of outreach and provides a table with stages of outreach and models for consideration. Chapter 3 provides summaries and examples of ways organizations are working to successfully encourage adults to learn and become competent users of information and communication technology (ICT)--supporting existing provision, loans to groups, coordinated projects, promotional events, taster sessions, supporting existing project work, and linking with others. Chapter 4 on developing a project team, lists roles and qualifications of the project leader and these team members: program manager, outreach worker, support technician, technical support staff, and ICT tutor. Chapter 5 addresses funding. Chapter 6 focuses on choosing software, hardware, peripherals, and extras, provides a buyers' guide to laptops, and lists software available. Chapter 7 offers suggestions for working with the media. Chapter 8 discusses evaluation. Examples of paperwork developed to support equipment loan are appended. (YLB)

ED 452 381 CE 081 648

Sargant, Naomi
The Learning Divide Revisited: A Report on the Findings of a UK-Wide Survey on Adult Participation in Education and Learning.
PUB DATE- 00
NOTE- 136p.; Survey carried out by Research Surveys of Great Britain (RSGB). For the earlier "Learning Divide" report, see ED 424 370. The European Social Fund supported the study.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Computers; *Access to Education; *Adult Education; Adults; Computer Uses in Education; Educational Discrimination; Educational Experience; Educational Opportunities; Educational Research; Foreign Countries; Geographic Location; National Surveys; Participation; Social Influences; *Social Status; *Student Characteristics;

network. Examples from HSTW states and sites are provided. (KC)

ED 452 397 CE 081 670

Advancing Students' Academic and Technical Achievement by Improving Classroom Assessment. Site Development Guide #10. High Schools That Work.
PUB DATE- 99
NOTE- 24p.; For site development guides #1-9 and #11, see ED 381 693-698, ED 404 538, CE 081 612 and CE 081 668-669.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; Achievement Rating; *Alternative Assessment; Case Studies; Critical Thinking; Curriculum Development; *Educational Improvement; Educational Testing; Educational Trends; *Evaluation Methods; Grading; High Schools; Informal Assessment; Peer Evaluation; Performance Based Assessment; Portfolio Assessment; Problem Solving; Program Development; Program Implementation; Self Evaluation (Individuals); *Student Evaluation; Teacher Expectations of Students; Test Use; *Testing; Vocational Education
IDENTIFIERS- *High Schools That Work; Reflective Thinking

This guide for those in the "High Schools That Work" initiative is designed to help teachers use classroom assessment to motivate students to work harder to meet challenging standards; to get students to organize information, make interdisciplinary connections, synthesize new knowledge, and draw conclusions from what they learn; to promote independent learning and personal responsibility; to change the nature of academic and vocational instruction from simply teaching facts and procedures to teaching how to research, plan, evaluate, think, and solve problems; and to encourage students to use continuous reflection and self-assessment. The guide covers the following topics: (1) standards-driven assessment for academic skills, technical skills, thinking skills, and personal skills; (2) assessment strategies, such as multiple-choice tests, short-answer tests, essay exams, problem-based questions, scenarios and case studies, projects and products, presentations and performances, and portfolios; and (3) guiding principles for using assessment to improve student learning. Discussion and examples of classroom use are provided for each topic. (KC)

ED 452 398 CE 081 673

Wotherspoon, Terry; Butler, Joanne
Informal Learning: Cultural Experiences and Entrepreneurship among Aboriginal People. NALL Working Paper #04.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Education; *Canada Natives; *Cultural Context; *Cultural Influences; Cultural Isolation; Cultural Relevance; Cultural Traits; *Economic Opportunities; Education Work Relationship; *Educational Attitudes; Educational Demand; Educational Improvement;

current instructional and assessment practices and develop program improvement plans related to workplace education; and use a common framework and understanding of work-based foundation skills when working with new workforce investment system partners. (MN)

ED 452 413 CE 081 700

Lai, Su-Huei
Conceptual Framework of Modes of Problem Solving Action (MPSA): Implications for Internet Teaching and Learning.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual International Meeting of the Chinese American Educational Research and Development Association (8th, Jamaica, New York, September 16-17, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Critical Thinking; Decision Making; *Distance Education; Educational Practices; Educational Research; Educational Theories; Interaction Process Analysis; Internet; Logical Thinking; *Models; Postsecondary Education; Problem Based Learning; *Problem Solving; Strategic Planning; Teacher Role; *Teacher Student Relationship; Technical Education; *Theory Practice Relationship; Thinking Skills
IDENTIFIERS- Knowledge Acquisition

The conceptual framework of the Modes of Problem Solving Action (MPSA) model integrates Dewey's pragmatism, critical science theory, and theory regarding the three modes of inquiry. The MPSA model is formulated in the shape of a matrix. Horizontally, there are the following modes: technical, interpretive, and emancipating. Vertically, there are following stages of problem solving: (1) clarify a problem; (2) analyze a problem; (3) generate possible solutions; (4) analyze consequences; (5) select the best solution; and (6) make an action plan. Technical problem solving refers to strategic action using empirical inquiry and manipulated ways of knowing or doing for the purpose of control. Interpretive problem solving refers to achieving understanding. Emancipating action refers to seeking reasonable, morally defensible, and consensus value ends and taking social action to ensure those ends. The increasing interest in distance learning has necessitated greater understanding of the variables related to the nature of teachers and students and the interactive effects of those variables on Internet teaching and learning. The conceptual framework of the MPSA model can provide alternative views of the paradigm shift for Internet teaching and learning and help articulate theory and practice when planning, implementing, and evaluating distance learning via the Internet. (Contains 20 references.) (MN)

ED 452 414 CE 081 702

Pink, Daniel H.
Free Agent Nation: How America's New Independent Workers Are Transforming the Way We Live.
PUB DATE- 01
NOTE- 356p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position

Correctional Education; *Delinquent Rehabilitation; Education Work Relationship; Educational Change; Educational Legislation; Educational Needs; Educational Policy; *Educational Practices; Employment Services; Federal Legislation; Job Training; *Juvenile Justice; *Mental Disorders; Mental Health; Mental Retardation; National Organizations; Needs Assessment; Policy Formation; Postsecondary Education; Program Development; Public Policy; Secondary Education; Special Education; Vocational Education; Youth Problems; *Youth Programs
IDENTIFIERS- Task Force Approach

This document contains information about and from a conference on addressing the training and employment needs of youth with mental health disabilities in the juvenile justice system that was held by the National Mental Health Association (NMHA). The document begins with an executive summary and nine recommendations for the Youth Subcommittee of the Presidential Task Force on Employment of Adults with Disabilities. The introduction provides an overview of the conference objectives and proceedings. Presented next are the following presentations: "The Prevalence of Mental Health Disabilities among Youth in the Juvenile Justice System" (Peter Leone); "Description of Employment and Training Needs and Challenges among Youth in the Juvenile Justice System" (David Brown, John Savage, Edward DeJesus); "The Implications of Disability Law for the Training and Employment of Youth with Disabilities in the Juvenile Justice System" (Joseph Tulman); "Panel Presentation: Perspectives on Needs and Barriers" (Gerald Rouse, Phyllis Eisen, Lili Garfinkel, Kurt Bumby, John McKinney, Jeremy Reed); "Description of Promising Programs for Youth with Mental Health Disabilities in the Juvenile Justice System" (LaWanda Ravoira, Becky Anderson, Claudia Lann Valore, Deanne Unruh, David Montesano); "General Discussion about Promising Programs"; "NMHA Closing Comments"; "Context for Recommendations: Activities of the Presidential Task Force on Employment of Adults with Disabilities" (Michael Reardon); and "Closing Discussion." Concluding the document are lists of the meeting participants and addresses of 14 resource organizations. (MN)

ED 452 427 CE 081 727

Tackey, N. D.; Tamkin, P.; Sheppard, E.
The Problem of Minority Performance in Organisations. IES Report 375.
PUB DATE- 01
NOTE- 58p.; Study supported by the IES Research Club.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); Administrator Attitudes; Adult Education; Career Development; *Change Strategies; Comparative Analysis; Corporations; Cultural Differences; Cultural Pluralism; Educational Needs; *Employer Employee Relationship; *Employment Practices; Employment Problems; Equal Opportunities (Jobs); Ethnic Groups; Evaluation Methods; Foreign Countries; Guidelines; Influences; *Job Performance; Job Training; Labor Force Development; Literature Reviews; *Minority Groups; Needs Assessment; Organizational Climate; Organizational Development; *Personnel Evaluation; Personnel Management; Postsecondary Education;
IDENTIFIERS- Supervisor Supervisee Relationship; *United Kingdom; United States

Relatively little research has focused on how organizational directly addressed by training physicians who then in turn train their patients about the dangers and risks of alcohol and substance abuse. Suggestions are presented for policymakers and future research. (Contains 6 appendixes, 10 tables, and 538 references.) (JDM)

ED 452 444   CG 030 834

Royce-Davis, Joanna; Stewart, Mark
Addressing the Relationship between Career Development and Spirituality When Working with College Students.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Development; College Students; Counseling Effectiveness; Higher Education; Holistic Approach; Individual Development; *Spirituality; Values

Individuals hoping to thrive in the workplace require resources and professional support that are responsive to their holistic needs and enhance their effectiveness in navigating continuous change. Career counselors are likely to be of greatest assistance to their clients when they take into account all the personal, mental, physical, and spiritual dimensions that affect career development. This is especially accurate for college students for whom the undergraduate years tend to be a significant time for both career and spiritual growth. This paper discusses a phenomenological study conducted with 10 undergraduate students using open-ended interviews. Two categories of spiritual issues--spiritual struggles and spiritual growth--were identified by students as having a significant impact on their career development. Four of the students said that the resolution of these struggles continued to be a predominate career development need. Six participants spoke about a significant moment during their career planning when they experienced a conscious recognition of the importance of their spirituality to their development as a professional. This moment involved identification of a personal value system. The study points to the need to include recognition, validation, and discussion of spiritual issues as part of career planning. (Contains 21 references.) (JDM)

ED 452 445   CG 030 861

Lee, Steven W.; Boughtin, Jodi L.
Effects of Training in Collaborative Problem-Solving on the Process and Outcomes of Student Assistance Teams.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Conference of the National Association of School Psychologists (31st, Las Vegas, NV, April 6-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Students; Elementary School Teachers; Models; *Participative Decision Making; *Problem Solving; *Referral; Regular and Special Education Relationship; Special Education; *Student Evaluation
IDENTIFIERS- Student Assistance Programs

A study was designed, using a seven-step consultation model, to evaluate the impact of training on collaborative group problem

DESCRIPTORS- Adolescents; At Risk Persons; *Community Programs; Crime; *Crime Prevention; Guns; *Juvenile Justice; National Programs; Program Development; *Violence

Between 1985 and 1994 the rate of violent criminal acts committed by juveniles rose sharply. Juvenile homicides committed with a handgun more than doubled. This bulletin discusses the national evaluation of the Youth Firearms Violence Initiative (YFVI), a program initiated by the Office of Community Oriented Policing Services (COPS) to fund interventions that employed community policy approaches to decrease the number of violent fireman crimes committed by youth, including gang-and drug-related offenses. Five intensive sites (Baltimore, Cleveland, Inglewood, Salinas, San Antonio) were chosen for the YFVI initiatives. The evidence from Inglewood and Salinas supported the view that the YFVI intervention coincided with a significant drop in the level of gun crime, although at the other sites the interventions did not yield the same results. Efforts seem to depend on how departments conceived the initiative and the consistency of their focus. The federal government can play a stronger role in ensuring that participating departments adhere to the strategic goals and objectives. Funding agencies should adopt a timetable that more closely matches the exigencies of the world in which most departments operate. Care must also be taken not to impose Federal solutions on local problems. (Includes 8 exhibits.) (JDM)

ED 452 467 CG 030 887

England, Connie T.
Use of Consultation in Tennessee, Virginia, & Kentucky.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultation Programs; Counselor Role; Elementary Secondary Education; Models; *School Counseling; *School Psychologists; Surveys; Time Management
IDENTIFIERS- *Counselor Effectiveness

School counselors, psychologists, and administrators were surveyed in a three-state area to determine the relationship between the consultative/collaborative services within a comprehensive school counseling program. A description is provided of the three consultative/collaborative models (scientific/technological, human development, and social/political models of consultation for school counseling) currently used in the targeted schools systems. The survey attempted to measure the percentage of time counselors spend on several interventions as a means of determining the effectiveness of consultative/collaborative interventions on targeted schools. The responses did not reflect the utilization of a comprehensive plan prioritizing school counselor activities or the application of a theoretical-based consultation model. The results strongly suggest the need for further research into the organizational models of consultation and implementation of specific models of consultation services. (Contains 43 references.) (JDM)

ED 452 468 CG 030 889

It also provides 13 questions to help teachers analyze themselves as Reading Recovery teachers. (NKA)

ED 452 489   CS 014 297

Fullerton, Susan King; DeFord, Diane E.
Teaching for Reciprocity: Developing a Self-Extending System through Reading and Writing.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Language Role; *Literacy; Primary Education; *Reading Writing Relationship; *Teacher Role; *Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- Contextual Learning; *Reading Recovery Projects; *Reciprocity

When educators refer to "reciprocity" in Reading Recovery, most often they are referring to the connections that can be made across reading and writing through teaching and learning actions--each reading or writing act has the potential for providing a context for learning about the other (Clay, 1998), and in this way, influencing each other. Another way that educators depend on shared influences, implicit within teaching and learning interactions, is the "reciprocity" that occurs between teacher and child. To understand what reciprocity is and its role in aiding the emergent reader/writer in literacy learning, this article examines two areas: (1) the role of observation and language; and (2) growth in cognition and maturation of perception (knowing where to look, what to look at, and what to look for). The article states that the task for every child is to figure out how language works, how it is structured, how one thing is related to another through language, and how to use language as a tool--a child learns this across many different settings by engaging in "inquiry." The article explores a conversation between one of the author/educators and her student as they begin the writing portion of a lesson to see how these constructs apply. It also describes a different student and her introduction to a new book. The article finds that through frequent opportunities to read and write a variety of texts, learning to see and use new features of print within the reading and writing process, and engaging in rich conversations about text, the child constructs knowledge about literacy. (Contains 2 figures and 17 references.) (NKA)

ED 452 490   CS 014 298

Noble, Jo Anne
Chances. Classroom Connections.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Case Studies; *Literacy; Primary Education; *Reading Difficulties; *Reading Processes; *Teacher Role
IDENTIFIERS- Clay (Marie); Directionality; Print Awareness; *Reading Behavior; *Reading Recovery Projects

Students Involved in a Problem-Based Learning Program.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; Higher Education; *Learning Strategies; Medical Schools; Medical Students; *Prior Learning; *Problem Based Learning; Qualitative Research; Reading Research; Reading Skills
IDENTIFIERS- Descriptive Research; *Knowledge Acquisition; *Purpose (Reading)

Many educational institutions have moved toward situated learning and problem-based learning (PBL) in which students, to learn, must rely on investigations of problems within an authentic professional context. A study examined and described how students read and learn in such a context. Results of a 1995 qualitative study showed that four out of six medical students were not using efficient strategies to read and learn in this context; to explore these findings in more depth another study was conducted in 1997. Research objectives were to describe the different strategies--encoding/retrieval, reading, metacognitive, and resources managing--used by medical students as they learn in a PBL program; and to explore the relationship between the strategies used and knowledge acquired. Subjects, third-year medical students, must first use their prior knowledge to analyze the problem; then they must read texts on the subject to complete their knowledge; and finally they must organize all the information into a conceptual map. Those three tasks combine to create a context that sustains purposeful learning. Research protocol is descriptive and data were collected from the two aforementioned studies. For the group as a whole, half the strategies used were of metacognitive nature, and encoding/retrieval and reading strategies were equally used (24% and 26%). In reading, more strategies for reading text were used than working on ideas. In encoding/retrieval, strategies used were repetition, selection, elaboration, organization, and notetaking in descending order of frequency. For metacognitive strategies, evaluation was found twice as often as planning and monitoring. As for resource managing strategies, students used a reference book for a third of the time. (NKA)

ED 452 512   CS 014 376

Monzo, Lilia; Rueda, Robert
Constructing Achievement Orientations toward Literacy: An Analysis of Sociocultural Activity in Latino Home and Community Contexts. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Need; *Community Influence; *Cultural Differences; Elementary Education; *Family Environment; Family Influence; *Hispanic Americans; Immigrants; Low Income; *Minority Group Children
IDENTIFIERS- *Latinas; *Latinos

Minority children are often thought to lack an achievement orientation. This paper discusses the home and community contexts of Latina/o immigrant children in a low-income

*Reading Aloud to Others; *Reading Habits; *Science Activities; *Science Instruction; *Science Interests
IDENTIFIERS- *Science Participation

This book, one of a series, focuses on science seen every day in homes and neighborhoods. The message of the series of books urges parents and children to spend time together, talk about stories, and learn together. The first part of each book presents stories appropriate for varying grade levels, both younger children and those in grades three and four, and each book presents stories on a particular theme. The Read-along Stories in the book are: "Oona the Whale" (Willow Ann Soltow); "Dragon in the Sky" (Judy Braus); and "Green Goop" (Mary Morgan). On an accompanying audiotape, the stories are performed as radio dramas, allowing children to read along. The second half of each book provides ideas and guidelines for parents, as well as activities and books for additional reading. This book presents ideas to help children learn science through play and activities, as well as through school science assignments, and it suggests a month's worth of science activities. Chapters include: Science Is Everywhere; Questions about Science; Activities for Science Learning; and Bert and the Science Fair. Contains 21 references. (EF)

ED 452 532 CS 217 392

Folktales for Family Fun. Parents and Children Together Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 71p.; Accompanying audiotapes not available from ERIC. For other books in the series, see CS 217 390-399.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Fairy Tales; Folk Culture; *Legends; *Parent Student Relationship; *Reading Aloud to Others; *Reading Habits
IDENTIFIERS- *Family Activities; *Folktales

This book, one of a series, presents information and books about folklore, as well as the article, "Parenting's Best-Kept Secret: Reading to Your Children" by Barbara Bush, which suggests steps to start a family read-aloud program. The message of the series urges parents and children to spend time together, talk about stories, and learn together. The first part of each book presents stories appropriate for varying grade levels, both younger children and those in grades three and four, and each book presents stories on a particular theme. The Read-along Stories in this book are: "The Fox and the Quail" (as retold by Michael Shermis); "The Bored Wizard" (Carolyn Kane); and "The Day Sweeney Ate the Worms" (Casey West). On an accompanying audiotape, the stories are performed as radio dramas, allowing children to read along. The second half of each book provides ideas and guidelines for parents, as well as activities and books for additional reading. This book suggests folklore related activities, including: acting out legends and folktales; rewriting folktales from another character's point of view; interviewing grandparents or older neighbors; and visiting local places associated with legends or tales. Contains 24 references. (EF) and writing remain separate entities; and (4) the curricular focus is on reading and math. The over-emphasis placed on grammar, mechanics, and spelling are also causes for concern. Solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of the following intervention strategies: parent involvement through newsletters and articles, the use of writing centers, the use of e-mail, letter writing, free choice of topics, the use of literature to teach writing, Author's Chair, interactive journals/notebooks, allowing inventive spelling, cross-curricular writing, and encouraging at-home writing. Post-intervention data indicated an increase in the targeted students' writing abilities, a positive attitude toward the writing process, an increased confidence in the editing and revising of student work, and increased parental involvement in the area of writing. (Contains 37 references, and 8 tables and 14 figures of data. Appendixes contain a student writing checklist; a rubric; teacher, parent, and student survey instruments; and permission letters.) (RS)

ED 452 552 CS 217 517

Creating Publications: Write To Fight Crime. Youth in Action Bulletin, Number 16.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Crime Prevention; Instructional Materials; *Publications; *Writing for Publication; *Writing Processes
IDENTIFIERS- *Publisher Role

Publications, which can be anything from a one-page flier to a brochure to a poster or a book, can be relatively easy to create but very effective for helping to fight crime. This bulletin considers how publications can contribute to crime prevention; what it takes to start a publication; what are some of the challenges in creating a publication; how to evaluate your publication; and what some of the rewards are. The bulletin walks an individual through the publication process from researching a subject to distributing the final product. It pinpoints the following steps to keep the publication process moving forward: (1) research your subject; (2) outline your document; (3) write, edit, and rewrite your document; (4) design your publication; (5) go to press; and (6) distribute your product. (NKA)

ED 452 553 CS 217 519

Jago, Carol
Beyond Standards: Excellence in the High School English Classroom.
PUB DATE- 01
NOTE- 128p.; Foreword by Sheridan Blau.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Classroom Environment; *English Instruction; High School Students; High Schools; Reading Material Selection; *Student

ED 452 571 CS 510 549

George, Marshall A.
Teachers Learning Together: Faculty Book Clubs as Professional Development in an Urban Middle School.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; Educational Research; Ethnography; Instructional Effectiveness; *Middle School Teachers; Middle Schools; *Professional Development; *Teacher Role; Teacher Surveys; Urban Education
IDENTIFIERS- *Book Clubs; *Literature Circles; New York City Board of Education

Although much has been written about the effectiveness of book clubs (also known as literature circles) as one approach to reading and discussing literature in the classroom, M.A. George (1998) found that adolescent literature as a genre and book clubs as an instructional approach were being underutilized in a group of New York City middle schools. The discovery that teachers at one middle school were not integrating much adolescent literature into their literature programs led one researcher to build on this framework and to initiate and evaluate a staff development program in which urban middle school teachers participated in faculty book clubs as a means of reading and discussing adolescent literature. The study explored whether this approach to professional development impacted the participants' teaching and curriculum planning and their students' reading habits. Twenty-three people involved in teaching voluntarily participated in the faculty book clubs at some point over a year and a half. During the first semester, the researcher was a participant observer; during the second year he was a literacy staff developer in the school. The clubs met 20 times for 30 minutes each time. Participants were surveyed about their perceptions. A qualitative/phenomenological/ethnographic approach to data collection and analysis was employed. Data analysis indicated that faculty book clubs are indeed an effective approach to literacy staff development. As a result of the experience, the core teachers who participated had the opportunity to reflect on their beliefs and practice, to actively engage in the learning process, and to incorporate different works of literature and instructional strategies into their classrooms. (Contains 21 references.) (NKA)

ED 452 572 CS 510 551

Jacobi, Tobi
Redefining Need in Community-University Partnerships: A Collaborative Perspective.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, Colorado, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 452 589   EA 030 962

Ecton, Gayle W.; O'Phelan, Mary H.; Norman, Antony D.
Three Years of Graduation 2010: Evolution of an Evaluation Plan.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (29th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Curriculum Development; Educational Innovation; Educational Practices; Elementary Secondary Education; Evaluation Methods; *Evaluation Problems; Outcomes of Education; Program Evaluation; *Program Implementation
IDENTIFIERS- Daviess County School System KY; Kentucky

Drawing on recent research in brain development, the public schools district in Daviess County, Kentucky, has developed a comprehensive program with the purpose of increasing students' capacity for learning and achievement. The program called Graduation 2010 was conceived by educators and members of the community during 1997. The eight components, or "strands," of the program are now separated into three categories. The category referred to as Enhancers includes four "strands" intended to enhance learning (music, the arts, foreign language, and thinking skills). Another category is called Support and includes two "strands" designed to increase support for schools' efforts to increase student learning (family involvement and community involvement). This paper briefly describes the background and components of Graduation 2010, and the original evaluation plan as formulated by the research team together with the project steering committee. Also discussed are some of the challenges and problems encountered with developing and conducting the evaluation plan adopted for future evaluation. Abbreviated results of evaluation efforts during the first 3 years are given, including the results of surveys to measure the degree of implementation of the program and the results of interviews conducted with teachers about the program. (TEJ)

ED 452 590   EA 030 963

O'Connell, Raymond W.
A Longitudinal Study of Applicants for the Superintendency.
SPONS. AGENCY- New York State Council of School Superintendents, Albany.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Employer Employee Relationship; Employment Opportunities; Employment Practices; Gender Issues; *Personnel Management; *Personnel Needs; Personnel Policy; *Personnel Selection; *Recruitment; School Administration; Sex Discrimination; *Superintendents; *Women

the UK.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Charter Schools; Comparative Education; Contracts; Curriculum Problems; Elementary Secondary Education; Financial Support; Foreign Countries; Governance; *Private Education; *Privatization; *Public Schools; *School Business Relationship; Taxes; Teacher Associations
IDENTIFIERS- *Edison Project; United Kingdom; United States

Although making profits from public education is not new, what is new is the recent development of corporate interest in taking over the organization and management of public education specifically for profit-making purposes. The study reported in this paper focuses on the intrusion of "big business" into an educational arena that historically has been the preserve of elected representatives and professional educational administrators, the organization of local education authorities, and schools. The study explores the distinctive mode of privatization of education that takes the form of big business in general, and education maintenance organizations (EMOs) in particular, taking over the operation of public education, both at area and school levels. It considers the processes of privatization of public education and the conditions that have given rise to its prominence, in policy terms, in the United States and the United Kingdom. The study outlines the antecedents of EMO interest in public education. Within the mode of privatization, the most prominent are vouchers, contracting out, public-private partnerships, takeovers, tax credits, and private finance initiatives. This examination includes as well a detailed description of the history, role, purposes, and the success record of Edison Schools. (Contains 56 references.) (DFR)

ED 452 610 EA 031 002

Brewer, Ernest W.; Achilles, Charles M.; Fuhriman, Jay R.; Hollingsworth, Connie
Finding Funding: Grantwriting from Start to Finish, Including Project Management and Internet Use. 4th Edition.
PUB DATE- 01
NOTE- 384p.; For 3rd edition, see ED 420 097.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Federal Aid; *Federal Programs; *Financial Support; *Fund Raising; *Grantsmanship; Internet; Proposal Writing; Public Schools; *Resource Allocation

The materials collected, developed, and compiled in this volume are mostly related to grant-proposal development for education, but the push for uniformity in grants among the various federal agencies means that the materials have wider application. Some of the ideas and tips may be of general interest and value to a grantwriter; some ideas about "project management" should

IDENTIFIERS- *Utah

This paper examined issues that affect rural students with exceptionalities and identified effective techniques to reverse problems confronting these students. Following an introductory section, an overview of rural special education programs identifies consistent problems of misidentification, mistakes in assessment, misclassification, misplacement, and lapses in instruction for reasons such as lack of qualified personnel, inflexible funding formulas, and geographic remoteness. The following section notes special problems such as difficulty serving students with low incidence disabilities (students with moderate or severe retardation, multiple disabilities, vision or hearing impairments, orthopedic disabilities, emotional disturbances, and those requiring related services). The next section, on innovative strategies, urges collaborative transdisciplinary teaming approaches, increased staff development that involves the community, and provision of services based on principles of inclusion, community-referenced curriculum, and student-centered educational planning. The role of state departments of education is discussed with examples from Utah. Examples are also provided of innovative efforts by local rural school districts and of teacher education programs in Utah. Ways that technology can address the special problems of this population are considered with 10 examples of successful uses of technology in rural settings with diverse groups of students. (Contains 51 references.) (DB)

ED 452 630 EC 308 387

Substance Abuse and Learning Disabilities: Peas in a Pod or Apples and Oranges?
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.; National Center for Learning Disabilities, Inc., New York, NY.
PUB DATE- 00
NOTE- 44p.; This CASA White Paper is based on the National CASA Conference "Substance Abuse and Learning Disabilities: Peas in a Pod or Apples and Oranges?" (New York, NY, February 1, 1999). Also funded by the Ira Harris Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Alcoholism; *Behavior Disorders; Children; *Disability Identification; Drug Abuse; Drug Addiction; *Drug Therapy; Etiology; *Learning Disabilities; Multiple Disabilities; Research Needs; Student Characteristics; *Substance Abuse

This paper was developed as a result of a 1999 conference on substance abuse and learning disabilities. An introductory chapter urges early identification of learning disabilities and appropriate treatment for both problems when they co-exist. The second chapter discusses the differences between learning disabilities and behavioral disorders, the size of the problem of substance abuse in this population, financial and social costs to society, and possible negative outcomes of unnecessary drug treatment of children with learning disabilities. The third chapter examines the question of whether substance abuse leads to learning disabilities and/or behavioral disorders or the reverse. Evidence for the following three theories is reviewed: (1) behavioral effects of learning disabilities are also risk factors for substance abuse; (2) learning disabled children turn to drugs for self medication; and (3) children on psychoactive medication are more likely to believe in the program is to provide more individualized instruction to eligible students by either reducing the number of students in a classroom (reduced class size model) or by adding a second certified teacher (augmented model) into a classroom. The evaluation of the SIA program utilized data gathered from observations, focus groups, surveys, students' Iowa Tests of Basic Skills (ITBS) scores, and data from the state's student information systems. During the 1998-99 school year the SIA program served nearly 80,000 children throughout all areas of the state, at a cost of approximately 104 million dollars. The data show that, on the whole, teachers and administrators view the SIA program as a positive force in Georgia's schools. The primary benefit, widely articulated throughout each of the evaluation data sources, is the ability to reduce class size, via one of the two program models, and provide more individualized instruction to SIA and non-SIA students. Recommendations are provided for expanding the program. (Author/CR)

ED 452 649 EC 308 407

Bergert, Susan; Burnette, Jane
Educating Exceptional Children: A Statistical Profile.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; Early Intervention; Educational Finance; Elementary Secondary Education; Expenditure per Student; Financial Support; *Gifted; Graduation; *Incidence; Infants; Minority Group Children; Preschool Children; Preschool Education; Program Costs; *Racial Distribution; Special Education; *Special Education Teachers; Statistical Data; Statistics; Student Costs; *Student Placement; Tables (Data); Teacher Education Programs; Teacher Shortage; Toddlers; Trend Analysis

This document presents statistical information on children with special needs, their education, and the professionals who serve them. Graphs, tables, and charts are used to illustrate: (1) the number of children receiving special education services from 1989 to 1999; (2) the incidence of different disabilities; (3) the growth of students in the four most commonly occurring disability areas; (4) the number of children served in general education 40 percent or more of the school day; (5) the number of infants, toddlers, and young children receiving special education services; (6) conditions under which students with disabilities left school; (7) percentage of infants and toddlers served in different environments; (8) percentage of preschool children served in different educational environments; (9) racial and ethnic backgrounds of children served; (10) the cost of special education; (11) the need for certified teachers to fill special education positions; (12) annual attrition from the special education workforce; (13) women and men in special education teaching programs and their ethnic backgrounds; (14) the number and percentage of students in gifted and talented programs; (15) gifted education funding by state; and (16) federal funding of gifted education.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *At Risk Persons; Community Programs; Cooperative Programs; Coordination; Delivery Systems; *Developmental Delays; *Developmental Disabilities; *Disability Identification; Early Childhood Education; *Early Identification; *Early Intervention; Preschool Education; Services
IDENTIFIERS- *Child Find; Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) requires the implementation of a comprehensive child find system. This system includes public awareness activities to inform parents, professionals, and the community at large of the availability of early intervention and preschool services, of the importance of identifying children with or at risk for developmental delay and disabilities, and of procedures for referral for evaluation and services. This paper describes strategies used by a variety of health care, early intervention, and preschool service systems for sharing information and collaboratively promoting community child find and public awareness activities. Specific examples of how some projects, states, and communities have implemented these strategies are described and contact information for each example is given. Additional references and resources are also included. (SG)

ED 452 669 EC 308 515

Shackelford, Jo
Providing Early Services to Children with Special Needs and Their Families. Health Services for Young Children under IDEA, Paper No. 1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; Case Studies; Child Development; Coordination; *Developmental Delays; Developmental Disabilities; Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; *Federal Legislation; Financial Support; Individualized Education Programs; Individualized Family Service Plans; Preschool Education; Special Education; *Special Needs Students
IDENTIFIERS- *Individuals with Disabilities Education Act Part B; *Individuals with Disabilities Education Act Part H

In 1986, Congress enacted Public Law 99-457, which outlined requirements for statewide early intervention systems and preschool services to assist young children who are either developmentally delayed or who have certain conditions which carry with them a high probability of resulting in developmental delay. Now known as the Individuals with Disabilities Education Act (IDEA), the law includes the following two programs that specifically target young children, birth through 5 years of age, with special needs: (1) the Program for Infants and Toddlers with Disabilities (previously Part H); and (2) the Preschool Grants Program (Part B, Section 619). This paper describes these two programs and discusses research findings about the effectiveness of early intervention for children with special needs. A table outlining some of the classroom activities. Each entry in the bibliography provides the format and bibliographic information for the text, suggestions for classroom use, the structure and complexity of the text, advanced vocabulary and expressions, use of illustrations, and a summary of the plot, characters, and setting (for fiction) or themes and levels of familiarity and difficulty with subject-matter for non-fiction. Appendices provide further suggestions for teaching reading in the classroom, and four indices present the titles by alphabetical order, publisher's series, theme, and grade level. (JSS)

ED 452 692   FL 026 629

Bibliographie annotee 4-6--Francais langue premiere: Selection d'ouvrages de la litterature jeunesse (Annotated Bibliography 4-6--French as a Native Language: Selection of Works from Children's Literature).
PUB DATE- 00
NOTE- 210p.
LANGUAGE- French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Class Activities; Foreign Countries; *French; Grade 4; Grade 5; Grade 6; Intermediate Grades; *Native Language Instruction

This annotated bibliography of children's literature presents 85 books and stories that can be used in the classroom to introduce literature in French to children in fourth through sixth grades. The selected texts (64 titles in fiction and 21 titles in non-fiction) were chosen for their age-appropriate language and themes, as well as their applicability to classroom activities. Each entry in the bibliography provides the format and bibliographic information for the text, suggestions for classroom use, the structure and complexity of the text, advanced vocabulary and expressions, use of illustrations, and a summary of the plot, characters, and setting (for fiction) or themes and levels of familiarity and difficulty with subject-matter for non-fiction. Appendices provide further suggestions for teaching reading in the classroom, and four indices present the titles by alphabetical order, publisher's series, theme, and grade level. (JSS)

ED 452 693   FL 026 646

Modeles de rendement langagier: Francais, 10e annee. Francais langue premiere (Models of Linguistic Production: French, 10th Grade. French as a Native Language).
PUB DATE- 00
NOTE- 128p.
LANGUAGE- French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Drama; Evaluation Methods; Foreign Countries; *French; Grade 10; Guidelines; High Schools; *Lesson Plans; Literature; *Native Language Instruction; Reading Processes; Student Evaluation; Writing Processes
IDENTIFIERS- *Alberta

Aligned with its 1998 standards for first- and second-language learning, Alberta Learning has published lesson plans that aim for a closer relationship between learning and evaluation. Each volume in this series presents a specific task for students that involves planning, carrying out, and evaluating their work. The task for tenth grade students who are native speakers

(Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Maintenance; Educational Policy; Ethnic Groups; Foreign Countries; French; *Heritage Education; *Language Maintenance; Language Minorities; *Language Planning; National Programs; *Native Language Instruction; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Breton; European Union; France; *France (Brittany)

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union--Brittany. Details are provided about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is Breton. Breton, or Brezhoneg, is an indigenous Celtic language spoken mainly in the West of Brittany and the cities of upper Brittany. Traditionally, it had been the language of Brittany, but the linguistic border gradually moved West. It is most closely related to Welsh and Cornish and is made of up of four dialects. A modern unified form without a geographic basis has evolved in the past 50 years. (Contains 32 references.) (KFT)

ED 452 715 FL 026 688

Busch, Brigitta
Slovenian: The Slovenian Language in Education in Austria. Regional Dossiers Series.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 97
NOTE- 28p.; For other documents in the series, see FL 026 686-87 and FL 026 689-94.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Maintenance; Educational Policy; Ethnic Groups; Foreign Countries; *Heritage Education; *Language Maintenance; Language Minorities; *Language Planning; National Programs; *Native Language Instruction; Second Language Instruction; Second Language Learning; *Slovenian; Sociolinguistics; Uncommonly Taught Languages
IDENTIFIERS- Austria; European Union

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union--the southern part of the Austrian province of Carinthia. Details are provided about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, language forms to language functions, corpus-based instruction provides a rich learning environment. The opportunities provided by improved technologies make it possible for a few large collections of texts, or corpus texts, to be computer processed. Computer tools for text analysis reveal significant patterns that can be used instantly by learners. Such significant patterns are generally hidden when the texts are analyzed manually. Furthermore, because the texts forming the corpus represent a specific genre of writing, language forms and language functions relate grammar to discourse. This additionally draws attention to the presence of specific grammar for specific types of discourse. (Contains 20 references.) (Author/KFT)

ED 452 735 FL 026 708

Tomitch, Leda Maria Braga
Individual Differences in Working Memory Capacity and the Recall of Predicted Elements in the Text.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (21st, Stamford, CT, March 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Cognitive Measurement; Cognitive Tests; Foreign Countries; *Memory; Portuguese; *Prediction; *Reading Comprehension; Reading Processes; Reading Tests; *Recall (Psychology); Second Language Instruction; Second Language Learning; Thinking Skills; Uncommonly Taught Languages
IDENTIFIERS- Brazil

This study investigates the relationship between reading ability, working memory capacity, and readers' use and recall of the mechanism of prediction. Reading ability was measured by free recall and by comprehension questions, and working memory capacity was assessed by the Reading Span Test (Daneman and Carpenter, 1980). Twelve Brazilian speakers of Portuguese read texts containing the mechanism of prediction and were asked to verbalize their thoughts while reading. An analysis of the verbal protocols indicates that better and weaker readers, also high and low span respectively, showed a different behavior when recalling the information from the texts. Better readers tended to recall both the predictive signal and all the predicted elements correctly and could also recall more propositions from each text. Weaker readers, on the other hand, tended to simply disregard the predictive signal and recall only some of the predicted elements, and to recall less information than the better readers. (Contains 31 references and 2 tables.) (Author/KFT)

ED 452 736 FL 026 709

Fukuya, Yoshinori; Reeve, Melissa; Gisi, Jeniffer; Christianson, Mary
Does Focus on Form Work for Teaching Sociopragmatics?
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (12th, Urbana, IL, Spring 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Eleven participants were parents, ten of whom were interviewed in focus groups, with one parent interviewed individually. Parents were asked about their knowledge of colleges and the college choice process, their understanding of college costs and financing, and their perceptions of the college climate at the University of California. There was a high level of congruence between what parents said and what it was expected that they would say. Parents were concerned about affordability and thus refrained from encouraging their children to apply to many colleges. They relied heavily on school guidance personnel to help their children, because their own experiences did not help them with college selection. Their social class tended to limit their participation and to create a climate in which the students were the primary gatherers of knowledge about colleges. In these families, the children informed and educated the parents, the reverse of what happens in upper income families. Two appendixes contain the interview questions and a list of low socioeconomic status signals for students and parents. (Contains 52 references.) (SLD)

ED 452 756   HE 033 971

Fenzel, L. Mickey
Enhancing the Benefits of Service-Learning in Undergraduate Psychology Courses.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; *College Students; Higher Education; *Psychology; *Service Learning; *Student Participation; *Undergraduate Students

The benefits of including service-learning in courses were studied with 35 students enrolled in each of 2 classes in child psychology, 15 students in each of 2 courses on substance abuse, and 16 first-year students in 1 introductory psychology class. Service-learning placements for the psychology courses included school tutoring programs for disadvantaged children, and students in the substance abuse class taught a 6-hour unit on drugs to eighth graders. The extent to which students benefited from service-learning was assessed by evaluating reflection essays submitted by the students and evaluating student responses to an end-of-semester service-learning evaluation instrument. Students indicated that the service experiences and the learning of course materials were mutually supportive. Findings point to the value of service-learning in terms of increasing students' levels of understanding of academic course content and changing students' attitudes toward the importance of service. These findings suggest that service-learning is likely to lead individuals toward socially responsible citizenship. (SLD)

ED 452 757   HE 033 972

Munsch, Martha Hartle; Schupansky, Susan P.
The Dismissal of Students with Mental Disabilities.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Experience; Higher Education; *Institutional Characteristics; Racial Differences; *Student Characteristics; *Undergraduate Students
IDENTIFIERS- Self Report Measures; Student Disengagement; *Student Engagement

The self-reported experiences of 50,883 undergraduates at 123 institutions were analyzed using a nonlinear hierarchical model to identify individual and institutional characteristics associated with low and high levels of student engagement in educationally purposeful activities. Men, White students, and students at public institutions were more likely to be "disengaged" when compared with women, African Americans, Hispanics, and American Indians and students at private colleges. Student socioeconomic status and academic preparation had positive influences on association with more engaged groups. Individual student perceptions of certain aspects of the institutional environment and aggregate perceptions of the institutional environment had contradictory effects on student engagement. (Contains 3 tables and 47 references.) (Author/SLD)

ED 452 777 HE 033 996

Hu, Shouping; Kuh, George D.
A Multilevel Analysis on Student Learning in Colleges and Universities.
PUB DATE- 00
NOTE- 50p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (25th, Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Experience; Higher Education; *Institutional Characteristics; *Learning; Models; Productivity; *Undergraduate Students
IDENTIFIERS- Hierarchical Linear Modeling; *Multilevel Analysis

This study tested a learning productivity model for undergraduates at four-year colleges and universities using hierarchical linear modeling. Student level data were from 44,328 full-time enrolled undergraduates from 120 four-year colleges and universities who completed the College Student Experiences Questionnaire between 1990 and 1997. Institutional level data came from various sources. Institutional characteristics had effects on student engagement and gains from colleges and universities, and the institutional effects on gains were through effects on engagement, effects on gains, or effects on the conversion rates from effort to gains. The effects also varied depending on the types of gains students had from colleges and universities. The findings have implications for the conversations on collegiate quality and research on college impacts on students. Three appendixes contain instrument scale items and results from the analyses. (Contains 1 figure, 4 tables, and 37 references.) (Author/SLD)

ED 452 778 HE 033 997

The Fundamental Values of Academic Integrity: Honesty, Trust, Respect, Fairness, Responsibility.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 99

Education; Professional Development; Teaching Models

This document presents the proceedings and post-conference materials of the annual EDUCAUSE conference. The theme of this conference was "Thinking IT Through." Conference sessions are divided into six domains: Infrastructure and Basic Services; Teaching and Learning; Managing Information Technologies and Resources; Information Systems; New Technologies; New Capabilities, New Opportunities; and Signature Sessions: Patterns of Converging and Emerging. Print copies of abstracts and full papers of the sessions with hyperlinks are presented in this document. Topics include: cooperative projects; public-private partnerships; networking; professional development; distance education; teaching models; ownership; faculty-student interaction; decision making; IT Recruiting; computer-assisted instruction; technology integration; courseware development; information policy; educational change; digital libraries; finance and budgeting; costs; information systems design; information technology services; videoconferencing; technology's impact/role in higher education; wireless technology; and the digital divide. (AEF)

ED 452 798 IR 020 606

Gates, Kathy; Moore, John; Oberlin, John; Rusiecki, Susan; Wascom, Tracy
Equipping Faculty for Success with Technology.
PUB DATE- 00
NOTE- 8p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Software Selection; Computer Uses in Education; Educational Equipment; Educational Policy; Educational Practices; *Faculty Development; Higher Education; Information Technology; *Microcomputers; Training

This paper focuses on programs for the broad-scale, cyclical replacement of faculty desktop computers and attendant training to help faculty best utilize the new technology. Four diverse institutions, Mount Holyoke College, University of Mississippi, University of North Carolina, and Virginia Tech, present and discuss their solutions. Issues related to the replacement of faculty desktop computers include application processes, methods for distribution, length of the replacement cycle, hardware and software standards; and appropriate faculty training. Areas examined include: how much choice faculty should be given in platform selection; whether programs are best handled at the department level or on a university-wide scale; how these programs fit with students computer requirements; what kinds of training programs are most effective; what formats work best; how the needs of novice computer users can be met while more advanced users can still be challenged; and incentives that can be provided to ensure faculty participation. The paper targets information technology professionals who are charged with implementing quality instructional technology programs. The degree of success that institutions have in meeting these challenges will impact the quality of core teaching and research efforts. (AEF)

ED 452 799 IR 020 607

The schools briefly share their experiences, evaluation techniques, and tell their success stories about the positive impacts technology is having on teaching and learning. Conference research materials are then presented. Papers include: "Perspectives on Technology and Education Research: Lessons from the Past and Present" (Margaret Honey, Katherine McMillan, and Fred Carrigg); "Convergent Analysis: A Method for Extracting the Value from Research Studies on Technology in Education" (Cathleen Norris, Jennifer Smolka, and Elliot Soloway); "Observing Classroom Processes in Project-Based Learning Using Multimedia: A Tool for Evaluators" (William R. Penuel, and Barbara Means); "The Technology/Content Dilemma" (Shelley Goldman, Karen Cole, and Christina Syer); "Technology: How Do We Know It Works?" (Eva L. Baker); "Documenting the Effects of Instructional Technology: A Fly-Over of Policy Questions" (Dale Mann); "The Cyberspace Regionalization Project: Simultaneously Bridging the Digital and Racial Divide" (Jonathan D. Becker); "New Directions in the Evaluation of the Effectiveness of Educational Technology (Walter F. Heinecke, Laura Blasi, Natalie Milman, and Lisa Washington); "Measurement Issues with Instructional and Home Learning Technologies" (Charol Shakeshaft); "The Idaho Technology Initiative: An Accountability Report to the Idaho Legislature on the Effects of Monies Spent through the Idaho Council for Technology in Learning" (State Division of Vocational Education, State Department of Education, Bureau of Technology Services); "West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program" (Dale Mann, Charol Shakeshaft, Jonathan Becker, and Robert Kottkamp); "Testing on Computers: A Follow-Up Study Comparing Performance on Computer and on Paper" (Michael Russell); "Testing Writing on Computers: An Experiment Comparing Student Performance on Tests Conducted via Computer and via Paper-and-Pencil" (Michael Russell and Walt Haney); and "Critical Issues in Evaluating the Effectiveness of Technology" (Mary McNabb, Mark Hawkes, and Ullik Rouk). A short profile of U.S. Secretary of Education Richard W. Riley is then given. This is followed by an outline of the education and professional experience of Paulo Renato Souza, Minster of Brazil and a brief discussion on the implementation of the Brazil-US partnership in education. (AEF)

ED 452 818   IR 020 655

Honey, Margaret; Culp, Katherine McMillan; Carrigg, Fred
Perspectives on Technology and Education Research: Lessons from the Past and Present.
PUB DATE- 99
NOTE- 10p.; In: The Secretary's Conference on Educational Technology, 1999: Evaluating the Effectiveness of Technology. Proceedings (Washington, D.C., July 12-13, 1999); see IR 020 654.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; *Educational Change; *Educational Development; *Educational Research; *Educational Technology; Elementary Secondary Education; Instructional Innovation; Program Development; Technological Advancement

This paper offers a perspective that grows out of what those at EDC's Center for Children and Technology have learned from nearly three decades of research on educational technology. The paper discusses where the field of educational research is

Needs (Information)
IDENTIFIERS- Learning Society; *United Kingdom

The Library and Information Commission believes that libraries can make a unique contribution to making the vision of lifelong learning a reality in the United Kingdom. Libraries and information services are intimately related to learner needs and already serve as gateways to learning by providing learners with learning materials and personal support and by championing learners in developing individual competence. Libraries should be positioned at the heart of the learning age and supported by evidence-based approaches to show libraries as catalysts for learning. The commission is well placed to help the government develop the policies and programs required for the United Kingdom to play a leading role in the global information economy. The commission supports the following key themes from recent policy consultation papers: libraries must be seen more widely as part of the mosaic of local and national provision; public libraries complement formal educational provision by providing a resource base and a platform for people of all ages to participate in lifelong learning; public libraries have a key role to play in stimulating a personal thirst for learning and self-improvement and helping to create an informed and information technology-literate society; and libraries can play a major role in widening access to essential services. (MN)

ED 452 347   CE 080 461

Hartmann, Heidi I.
New and Stronger Remedies Are Needed To Reduce Gender-Based Wage Discrimination. Testimony of Heidi I. Hartmann, Ph.D., Director, Institute for Women's Policy Research, Before the U.S. Senate Committee on Health, Education, Labor and Pensions Hearing on Gender-Based Wage Discrimination.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Comparable Worth; Educational Policy; Educational Research; *Employed Women; Employment Patterns; *Employment Practices; Equal Opportunities (Jobs); Federal Legislation; *Salary Wage Differentials; Sex Differences; *Sex Discrimination; *Sex Fairness; State Action
IDENTIFIERS- Proposed Legislation

Studies indicate these potential sources of wage differentials between women and men: women have different skills and qualifications; they work in the same jobs and establishments and have equal qualifications but receive unequal pay; and they work in different jobs or establishments, where pay is low, but have qualifications similar to men working where pay is higher. Differential hiring and employment patterns suggest occupational segregation is an important explanation of the wage gap. Extent of female dominance in an occupation affects its pay rate, net of such factors as differences in qualifications of job incumbents, differences in job requirements, and differences in characteristics of occupations or industries. Discrimination causes women's families to lose because of lower income and causes women to under-invest in themselves and reduce their educational attainment and skill development. The Fair Pay Act offers a remedy to effectively raise women's wages in female-dominated jobs. A study of 20 state governments that implemented pay equity wage adjustments in their civil services has found the following: (1) state-made physical and emotional states) by reviewing the personal narratives of women who selected and continued to excel in careers in the area of mathematics. The research question was which of the four sources contributed the most to self-efficacy. Participants were five women (three Caucasian and two African-American) in math-related careers. Zeldin and Pajares semi-structured, open-ended interview protocol was used. Analysis of participants responses indicated vicarious experiences and verbal persuasions were instrumental sources for the development and maintenance of self-efficacy beliefs for women in math-related careers, and these women demonstrated a great amount of persistence and effort while they continued along their academic and career paths. Participants did not rely totally on skill to succeed in pursuing math-related careers; instead, they relied on people with whom they had positive relationships. (Contains 22 references.) (YLB)

ED 452 365   CE 081 626

Kerka, Sandra
Financial Aid for Lifelong Learning. ERIC Digest No. 224.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Students; Bibliographies; Career Education; College Programs; Computer Uses in Education; Distance Education; Educational Finance; *Educational Trends; Federal Aid; Federal Programs; Full Time Students; Graduate Study; Guidelines; Internship Programs; *Lifelong Learning; Literature Reviews; Minority Groups; Nontraditional Students; Part Time Students; Paying for College; Postsecondary Education; *Scholarships; State Programs; *Student Financial Aid; *Student Loan Programs; Universities; Work Study Programs; World Wide Web
IDENTIFIERS- ERIC Digests

Nontraditional students are the fastest-growing segment of the postsecondary population. About 41% of students are over 25, and nearly 12% are over 40. Previously, the bulk of financial aid went to traditional-age, usually full-time, students in degree programs. Today, however, the sheer numbers of nontraditional students, including distance learners, are changing the financial aid picture. Criteria for most federal grant and student loan programs include financial need, high school diploma or the equivalent certificate, regular student working toward a degree or certificate in an eligible program, U.S. citizen or eligible non-citizen, and satisfactory academic progress. Bank lines of credit or home equity loans may be tax-deductible but risky alternatives. Employer assistance and tax credits are additional sources of assistance to nontraditional students. Many scholarship programs do not restrict by age; some are starting to create scholarships specifically for nontraditional students. Assistantships, internships, and work-study programs provide valuable work experiences while students earn some income. Other sources of assistance include state aid and veterans' educational benefit programs. Congress has recently lifted restrictions on financial aid for correspondence courses, and the U.S. Department of Education is sponsoring demonstration programs trying innovative ways of

*Telecommunications
IDENTIFIERS- *United Kingdom

Based on a 1999 survey of 5,054 adults, this report describes those who are and are not participating in adult learning in Great Britain. It covers factors such as age, gender, previous education experiences, socioeconomic background, and geographical location and points to the workplace as a significant source of information, motivation, and support for learning. Replicating a 1996 survey, this latest research shows little change in overall national participation patterns, though there are some significant changes among certain groups. Some socially excluded groups with particular needs and interests are succeeding in gaining access to learning. The report's findings reveal that the divide between the learning-rich and the learning-poor still exists, and that the gap is not closing. A danger that is looming is that this divide is being compounded by an emerging information divide in which people with access to the new communications technologies are more likely to have access to learning than those without; access to new and older communications technologies is spread very unevenly across social groups and regions; and many people have access through work or an educational institution, but surprising numbers do not have access to new technologies either at work or at home. Data are provided in 55 tables and 2 figures. Appendixes contain 41 references and the questionnaire. (YLB)

ED 452 382   CE 081 649

Haggart, Jeanne
Learning Legacies: A Guide to Family Learning.
PUB DATE- 00
NOTE- 99p.; Support provided by the Lloyds TSB Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Educational Quality; *Family Literacy; *Family Role; *Family School Relationship; Financial Support; Foreign Countries; Intergenerational Programs; Lifelong Learning; Needs Assessment; *Parent Education; *Parents as Teachers; Partnerships in Education; *Program Development; Program Improvement
IDENTIFIERS- United Kingdom

This guide aims to provide a practical and comprehensive overview for United Kingdom parents and professionals wanting to support family learning at any level--community, local, regional, or national. Part 1 sets out the case for family learning today. Chapter 1 defines family learning and explains the fundamental principles underpinning it. Chapter 2 explains why family learning matters by looking at the evidence of recent research and the current context in which it is developing. Part 2 examines several approaches to family learning. Chapter 3 looks at some key features and models of parenting education. Chapter 4 looks at supporting preschool family learning. Chapter 5 examines the notion of "partnership" between parents and schools and describes practical strategies for working together. Chapter 6 looks at family learning about work; progression to training and employment opportunities; and employers' support for family learning. Part 3 discusses operational and strategic matters that contribute to good practice. Chapter 7 suggests one get underway by assessing

Elementary Secondary Education; Empowerment; *Entrepreneurship; Foreign Countries; Indigenous Populations; Informal Education; Outcomes of Education; Social Values
IDENTIFIERS- *Canada

This discussion paper explores interactions among formal learning, informal learning, and life conditions and opportunities experienced by aboriginal people in Canada. The contradictory importance of education for aboriginal people is examined with respect to three related aspects of these relationships. First, the paper summarizes students' accounts of their experiences in conventional and alternative school settings in three Saskatchewan communities, exploring how these relate to the students' broader cultural and home environments. Second, it examines the formal and informal educational experiences of a small group of adults surveyed in an urban Indian and Metis Friendship Center. Finally, the paper explores issues that arise around the emergence of entrepreneurial training and entrepreneurship, areas posed by many commentators as a possible way of bridging formal and informal learning and overcoming the longstanding marginalization of aboriginal people from labor market and economic participation. The paper concludes that gaps remain in the attainment of educational success by aboriginal people, relative to the general population, when viewed in terms of conventional educational indicators. However, the aboriginal youth and adults involved in the study place a high value in formal schooling, mainstream economic activities, and entrepreneurial opportunities to provide routes for individual and community advancement. The study suggests that the aboriginal peoples could benefit more if the educational system better integrated their skills and culture and acknowledged the strengths that the aboriginal people bring to learning. (The paper lists 40 references.) (KC)

ED 452 399 CE 081 677

Pollard, E.; Hillage, J.
Exploring E-Learning. IES Report 376.
PUB DATE- 01
NOTE- 67p.; Study supported by the IES Research Club.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Computer Software; *Computer Software Evaluation; *Computer Uses in Education; *Cost Effectiveness; Definitions; Distance Education; Educational Technology; Evaluation Methods; Glossaries; Inplant Programs; *On the Job Training; Postsecondary Education; *Staff Development; Technological Advancement; *Training Methods; World Wide Web
IDENTIFIERS- Online Courses; *Web Based Training

This guide summarizes current research and commentary on e-learning, examining the key issues facing organizations exploring e-learning for employee development. The guide contains six sections. The first section provides an introduction to the issue of e-learning and a summary of the issues discussed in the remainder of the guide. Section 2 summarizes the various dimensions and descriptions of e-learning, concluding with a definition of e-learning as "the delivery and administration of learning opportunities and support via computer, networked and web-based technology to help individual performance and development." Sections 3 and 4

Papers/Essays (120)

DESCRIPTORS- Adult Education; Adult Learning; Agencies; Aging (Individuals); Career Development; Corporations; Economic Impact; Educational Demand; *Educational Needs; Educational Trends; Emerging Occupations; Employer Employee Relationship; *Employment Patterns; *Employment Practices; Employment Problems; Employment Services; *Entrepreneurship; Facility Requirements; Family Life; Family Work Relationship; Federal Legislation; Financial Support; Internet; Labor Market; Lifelong Learning; National Surveys; Needs Assessment; Offices (Facilities); Older Adults; Political Issues; Postsecondary Education; Public Policy; Retirement; *Self Employment; Small Businesses; Socioeconomic Influences;

IDENTIFIERS- Home Based Employment; Home Offices; Social Security

This book provides a comprehensive examination of the rise of free agent workers, how free agency is transforming the lives of free agents and those around them, problems encountered by free agents, and the future of free agency. The following are among the topics discussed in the book's 19 chapters: (1) the numbers and nuances of free agency; (2) the ingredients of free agency; (3) the new work ethic; (4) the new employment contract; (5) the new time clock; (6) free agency's impact on the economy; (7) the free agent organizational chart and operating system; (8) the free agent infrastructure; (9) matchmakers, agents, and coaches; (10) free agent families; (11) roadblocks on a free agent avenue (health insurance, taxes, zoning); (12) temporary slaves, permanent temporary workers, and the rise of self-organized labor; (13) free agency, retirement, and aging; (14) free agency and the future of education; (15) free agency and the future of offices, homes, and real estate; (16) the path toward free agent finance; (17) the new politics of free agency; and (18) free agency and the future of commerce, careers, and community. A total of 296 chapter endnotes are included. Appended are the results of an unscientific World Wide Web-based survey of 1,143 free agents. (MN)

ED 452 415 CE 081 704

Lifelong Learning from 8 to 80: Creating a Lively Learning Environment for Seniors and Young Adults.

PUB DATE- 00

NOTE- 23p.; For other Neighborhood Networks documents, see ED 433 452, ED 434 225, ED 437 558, ED 438 081, ED 438 375, CE 081 367 and CE 081 553-554.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Education; Community Programs; Computer Literacy; *Computer Mediated Communication; Economically Disadvantaged; Elementary Secondary Education; *Intergenerational Programs; *Lifelong Learning; *Mentors; Needs Assessment; Older Adults; Partnerships in Education; Program Design; *Program Development; Program Evaluation; School Community Relationship; *Social Services; Volunteers; Welfare Recipients

This guide focuses on creating educational and social service programs for seniors at Department of Housing and Urban Development (HUD) properties. Chapter 1 describes an intergenerational program at three properties receiving HUD assistance in Portland, Oregon, where seniors teach and learn culture and existing methods of evaluating the job performance of minority ethnic groups have contributed to exclusion from, and discrimination in, the workplace or on how organizations can address these issues. The evidence suggests the existence of a widespread tendency in organizations to evaluate the performance of minority ethnic employers much lower than that of white staff. These differences may be due to the following factors: bias in the systems used to measure and improve performance; biased perceptions of white managers; and actual differences in performance. The lack of studies examining the issue of race in organizations is particularly evident in the United Kingdom. Two theories--cognitive processing theory and the theory of in-groups and out-groups--provide a useful explanation for individual (managerial) behavior. Corporate organizations wishing to improve the fairness of their evaluation of minority workers' job performance should take the following actions: (1) undertake a thorough work force review to identify areas of concern, including access and treatment; (2) examine systems, processes, attitudes, and behaviors as possible contributory factors; and (3) assess what needs to be changed and what can be changed within the cultural context. (Contains 43 references.) (MN)

ED 452 428 CE 081 731

MLA Member of Legislative Assembly Committee on Lifelong Learning: What We Heard.
PUB DATE- 01
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Access to Education; Certification; *Change Strategies; Community Attitudes; Community Education; *Continuing Education; Delivery Systems; Education Work Relationship; Educational Attitudes; *Educational Change; Educational Cooperation; Educational Demand; *Educational Needs; Educational Objectives; Educational Quality; Educational Supply; Elementary Secondary Education; Employer Attitudes; English (Second Language); Financial Support; Foreign Countries; Information Dissemination; *Lifelong Learning; Literacy Education; Marketing; Material Development; Meetings; Needs Assessment; Partnerships in Education;
IDENTIFIERS- *Alberta

The MLA (Member of Legislative Assembly) Committee on Lifelong Learning held consultations at more than 14 rural and urban locations throughout Alberta to gather stakeholders' and community members' views on the need for lifelong learning and ways of promoting it. Participants were asked to identify strategies to encourage and enable adults to return to learning and thereby improve their employment potential and realize their career goals, as well as to share information on learning activities and needs in their communities. More than 400 individuals participated in the consultations. Their suggestions fell primarily into the following categories: (1) ensure that students in the basic learning system are successful in their learning; (2) increase opportunities for adult learning; (3) strengthen community-based learning; (4) provide special supports for literacy, English-as-a-second-language, and other special needs programs; (5) develop a directory of learning programs and supports available to Albertans; (6) develop better cooperation and collaboration solving during Student Assistance Team meetings. The study hypothesized that following the training, decreases would occur in the number of students referred for a comprehensive special education evaluation. It also projected that team training in consultation and problem solving would result in improved focus on specific problems of students, greater analysis of the immediate controlling conditions on behavior, and a more overt effort to adhere to the problem-solving process. Regular and special education educators who were members of the Student Assistance Team in a small, 2nd through 4th grade school received training. The referral and placement rates inspected before and after training indicated decreases in comprehensive evaluations and placements over time. Intervention meetings were examined using the Consultation Analysis Record. The results indicted significant increases in verbalizations about collection of data on student behavior, intervention plans, and the problem-solving process. Verbalizations regarding student behavior significantly decreased. In addition, a survey administered to examine teachers' perceptions of the team's effectiveness showed favorable response to the new problem-solving process. (Contains 7 tables and 27 references.) (JDM)

ED 452 446   CG 030 862

Marshall, Anne
Implementation of the K-7 Personal Planning Program.
PUB DATE- 97
NOTE- 7p.; Paper presented at Connections, the Annual Research Conference of the University of Victoria Faculty of Education (3rd, Victoria, British Columbia, Canada, May 1997). In: Connections '97. Proceedings of a Faculty Conference. University of Victoria Faculty of Education p84-89; see RC 022 275.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; *Curriculum Development; Elementary Education; Elementary School Students; Foreign Countries; Individual Development; *Objectives; Program Evaluation; Program Implementation
IDENTIFIERS- British Columbia (Victoria)

A project was designed to help develop resources that support teachers in the implementation of a new K-7 Personal Planning curriculum. The project involved a partnership between the University of Victoria and the Victoria School District. The curriculum focused on students' personal development and on how their schooling and other activities related to their future plans. The curriculum was designed to help students become thoughtful, caring individuals who plan, review, make informed choices, and take responsibility for their career development. The planning process helped students develop personal, career, and educational goals. Preliminary results from administrators, parents, and 6th and 7th grade teachers surveyed indicated that the activities did not present any difficulties. Teachers were more comfortable with the Planning Process and Career Development areas than with the Personal Development area. Schools that tied significant outcomes to the Planning Process had the most success with program development and the participation of the staff and students. (Contains 10 references.) (JDM)

ED 452 447   CG 030 864

Want To Resolve a Dispute? Try Mediation. Youth in Action. Bulletin Number 15.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Conflict Resolution; Elementary Secondary Education; *Interpersonal Communication; *Peer Mediation; *Problem Solving; Program Development; Violence

Disagreements often lead to confrontations that contribute more to an escalation of a conflict rather than to its resolution. This bulletin shows how to start and carry out a community mediation program that helps prevent violence. Mediation can reduce violence in neighborhoods and schools. Peer mediation is a way of handling conflicts and preventing violence in middle and high schools. Six planning steps aid in the success of a mediation program. The steps include the following: (1) identify the types of conflict to be addressed; (2) decide when to use mediation; (3) recruit mediators; (4) train mediators; (5) identify disputants; and (6) select a neutral location for mediation hearings. Suggestions are given on how to keep a mediation program going, such as including an evaluation plan to ensure success. (JDM)

ED 452 469 CG 030 899

McCluskey-Fawcett, Kathleen; Berkley-Patton, Jannette; Towns, Carrie; Prosser, Ellie
Parental Lack of Knowledge of First Alcohol Use and Risky Behaviors of Incoming College Freshmen.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001). This work is funded by the Kansas Health Foundation and is part of the Social Norms Media Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *At Risk Persons; *College Freshmen; *Drinking; Higher Education; Parent Child Relationship; *Parent Influence; *Student Behavior
IDENTIFIERS- *Transition Time; United States (Midwest)

College freshmen transitioning from parental guidance to autonomous living are particularly at risk for engaging in heavy alcohol use. With reduced parental control, increased independence and peer influence, and a new physical and social environment, they are particularly vulnerable to risky drinking and associated consequences. The purpose of this study was to assess how drinking behaviors and related consequences of incoming freshmen correlated with and without their parents' knowledge of their drinking. Drinking behaviors and associated negative consequences were assessed with freshman attending a mid-western university. Students reported having a mean of 5.8 drinks when they party. Age of first drink with and without parents' knowledge was 14 years old. The younger the student drank without their parents' knowledge, the more they drank as freshmen. The results suggest that parental knowledge of early alcohol use may be a protective factor against heavier drinking and negative consequences when students transition to college. (JDM)

To adult readers directional movement seems natural, because adults have mastered this aspect of the reading process, and it is quite automatic. For some children, directional behavior can be very complex. Such was the case for one bright little boy ("Chance") the author/educator served in Reading Recovery. This article tells the story of how noticing Chance's difficulties, and doing something about his confusions with directional movement in reading increased his "chances" to learn to read. Quoting Marie Clay's statement that learning about words and letters is "nonsense if you do not happen to be looking at the print in the appropriate direction" (Clay, 1993) and using it as a guide, the paper relates that the educator identified her job as that of helping Chance to organize his behavior in reading and attend to print in an orderly manner (following seven directional rules). It follows Chance's steady progress until his reading reaches the 50th percentile, and his report said: "No ability-achievement discrepancy scores were significant." The article includes a section on implications for classroom teachers. Contains an epilogue about Chance. (NKA)

ED 452 491   CS 014 316

Noble, Jo Anne
How Much Reading Recovery Do We Need?
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Environment; Early Intervention; Primary Education; Program Effectiveness; *Program Implementation; *Reading Difficulties; *Reading Instruction; Teacher Education
IDENTIFIERS- Clay (Marie); *Reading Recovery Projects

In the report of her consultation visit to South Carolina, Dr. Marie Clay noted: "A school has reached full implementation when that school has sufficient hours of trained teacher time available to serve all the children defined by that school as needing Reading Recovery." This article explains how one teacher pursued local answers to the implementation of Reading Recovery, including a suggestion for reconfiguring classrooms to allow for additional teachers to be trained. The article takes the teacher through three years of classroom reading instruction and dealing with children with reading problems. Its aim is for teacher leaders around the country to use this information to develop their own methods for demonstrating the need for full implementation of Reading Recovery projects. Contains 4 tables and 7 references. (NKA)

ED 452 492   CS 014 318

Lynaugh, Susan; Schmitt, Maribeth Cassidy
Sharing Our Visions along the Way.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Literacy; Primary Education; *Program Effectiveness; Sharing Behavior; *Success
IDENTIFIERS- Indicators; *Reading Recovery Projects

The remarkable impact of Reading Recovery (RR) on current literacy programs--not only in Vermont and Indiana but throughout North America, as well as the potential for movement community in Southern California, to demonstrate how sociocultural factors interact to produce motivation. Findings reveal that even among demographically similar families, a diverse set of constraints and affordances are at play which significantly impact students achievement orientations toward literacy and schooling. Further, findings indicate that the families' daily struggles to negotiate within a linguistically and culturally unfamiliar environment make the importance of literacy--particularly English literacy--quite transparent to children. (Contains 37 references and 2 tables of data.) (Author/RS)

ED 452 513   CS 014 377

Burgess, Kathleen A.; Lundgren, Kristin A.; Lloyd, John Wills; Pianta, Robert C.
Preschool Teachers' Self-Reported Beliefs and Practices about Literacy Instruction. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 31p.; Parts of this study were presented at the 1998 meeting of the National Reading Conference in Austin, TX.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Reading; Language Arts; *Literacy; Preschool Education; *Preschool Teachers; *Reading Attitudes; Reading Instruction; *Teacher Attitudes; *Teacher Behavior; *Writing Attitudes

This study examines 240 preschool teachers' self-reported literacy beliefs and practices. Participants taught three- and four-year-olds in publicly funded preschools that are part of the Virginia Preschool Initiative program. Teachers completed a Preschool Literacy Practices Checklist that asked about their beliefs and practices regarding literacy, as well as teacher and classroom characteristics. The work experience and education of the individuals surveyed were comparable to those of national samples of elementary school teachers. The majority of teachers included literacy instruction in their daily plans, endorsed literacy acquisition as a goal of their teaching, and used many approaches to promote early literacy. Their beliefs about the importance of 16 literacy-related skills were organized around three factors: alphabet knowledge, word and story knowledge, and verbal language. Teachers varied most widely in their beliefs about the importance of alphabet knowledge for development of four-year-olds' literacy. Teachers whose preparation included greater coursework in reading endorsed beliefs and used practices more closely associated with promoting verbal language skills and analytic phonics. These results have implications for theories of literacy development and the role of public preschools in promoting literacy. (Contains 40 references, 6 tables of data, and the survey instrument.) (Author/RS)

ED 452 514   CS 014 378

Meisels, Samuel J.; Piker, Ruth A.
An Analysis of Early Literacy Assessments Used for Instruction. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01

ED 452 533 CS 217 393

Speaking and Listening. Parents and Children Together Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 83p.; Accompanying audiotape not available from ERIC. For other books in the series, see CS 217 390-399.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Communication Skills; Elementary Education; *Listening Habits; *Listening Skills; *Parent Student Relationship; *Reading Aloud to Others; *Reading Habits; Speech Skills
IDENTIFIERS- *Communication Behavior; *Conversational Flow

This book, one of a series, focuses on how parents can communicate better with children and help them improve their speaking and listening skills. The message of the series urges parents and children to spend time together, talk about stories, and learn together. The first part of each book presents stories appropriate for varying grade levels, both younger children and those in grades three and four, and each book presents stories on a particular theme. The Read-along Stories in this book are: "Gwendolyn with Her Glasses On" (Doris Orget); "The Box in the Barn" (Barbara Eckfeld Conner); and "The Grindelstark" (Pierre J. Moesser). On an accompanying audiotape, the stories are performed as radio dramas, allowing children to read along. The second half of each book provides ideas and guidelines for parents, as well as activities and books for additional reading. This book suggests six ways to improve conversation between parents and children: (1) be interested; (2) avoid dead-end questions; (3) extend conversation; (4) share your thoughts; (5) define and reflect feelings; and (6) observe cues. Contains 32 references. (EF)

ED 452 534 CS 217 394

Making Writing Meaningful. Parents and Children Together Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 88p.; Accompanying audiotape not available from ERIC. For other books in the series, see CS 217 390-399.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Childrens Writing; Elementary Education; Parent Role; *Parent Student Relationship; *Reading Aloud to Others; *Reading Habits; *Writing Attitudes; *Writing Exercises
IDENTIFIERS- *Writing Motivation

This book, one of a series, focuses on ways to help children enjoy writing and use it as a tool to communicate with others

Motivation
IDENTIFIERS- Teaching Perspectives

Each student is capable of achieving excellence, but it requires a nurturing, vigorous classroom environment. To help current and future high school English teachers create and maintain this kind of environment, this book offers concrete ways to reconceive what it means to foster excellent performance in the classroom and vivid examples of student work that was motivated by the pursuit of excellence rather than by test scores. Filled with detailed classroom anecdotes, the book explores the many ways teachers can select books, design lessons, and inspire discussions that can lead all their students to extraordinary achievements, both in the study of literature and in their writing assignments. Included in the book are practical tips on everything from helping students self edit their writing to "tricking" them into reading a lot more poetry. The book may be seen as a set of stories--or "ethnographic studies"--on how to make the work of the high school English class important to students so that they may engage in literate activity with the same kind of attention and effort as "real" writers. It contends that under such conditions students will learn more and produce more useful and impressive products than any standards document could possibly anticipate. After a foreword by Sheridan Blau, the book is divided into the following chapters: Introduction: Standards versus Excellence; (1) Engaging Reluctant Scholars; (2) Creating the Culture of Excellence; (3) Beyond Reading Standards; (4) Beyond Writing Standards; (5) Beyond Research Standards; (6) Beyond Literature Standards; (7) Beyond Assessment Standards; and (8) Beyond Teaching Standards. (Cites 34 works.) (NKA)

ED 452 554   CS 217 520

Britsch, Susan J.
Riddle Me This, Riddle Me That: Email Dialogues with Third-Grade Writers.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Writing; *Communication Skills; *Electronic Mail; Grade 3; *Literacy; Primary Education; *Student Reaction; Writing Research
IDENTIFIERS- California (North); *Dialogic Communication; Purdue University IN; *Riddles

For a project, a university researcher and a group of education graduate students in literacy and language education at Purdue University exchanged e-mail with 32 third graders in two classes at a northern California elementary school. The overall aim of the project was to build the children's literacy and communication skills by involving them in scaffolded written discussions with a more capable writer. An additional pedagogical aim was to help the children explore the content knowledge they were acquiring in their classroom, thus extending their ability to write about this official curriculum through collaborative discussions with adult writers. During the first year of the project the primary research questions were: (1) What is the nature of written response for these children? and (2) What sorts of patterns emerge in the types of questions that the children originate for the researchers?

DESCRIPTORS- *Discourse Communities; Higher Education; *Partnerships in Education; *School Community Relationship; *Service Learning; *Writing Assignments; *Writing Instruction
IDENTIFIERS- *Reciprocity (Communication); Syracuse University NY

Service learning discourses have often addressed questions of representation through reciprocity, asking what various participants receive from service learning community experiences. In the process of researching an article about reciprocity, a writing teacher found that reciprocity was often defined as an exchange of learning for some form of labor--learning something about gender (and finding a paper topic) in exchange for 20 hours of community work, for example. In this paper, the educator reframes reciprocity as need and begins by thinking about "need" and looking for a new perspective on service learning. The paper relates that the educator asked some questions about how community members understand the curricular goals of the writing classroom; how community members understand the ways service learning experiences are represented in the writing classroom; and whether the educator's own assignment design is meeting community members' expectations of student experiences. The author interacted with community representatives from 18 non-profit agencies at a community dialogue breakfast and presented student writing samples. Community members responded with questions about confidentiality, context, and representation. The paper considers some of these responses and names some needs that emerged from them. It concludes that thinking about need and reciprocity as a process allows educators to imagine service learning as an activity based on communication and collaborative action; as articulations of multiple and often unequal needs; and as negotiations and interactions between groups with different rules. (NKA)

ED 452 573   CS 510 553

Blood, R. Warwick; Putnis, Peter; Pirkis, Jane
Mass Media Portrayals of Suicide: Informing the Australian Policy Debate.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (51st, Washington, DC, May 24-28, 2001). This paper is based on a major research project called, "Media Monitoring of Suicide and Mental Health," funded by the Australian Department of Health and Aged Care, 2000-2001.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Foreign Countries; Health Education; Higher Education; *Mass Media; *Mass Media Effects; *Mass Media Role; Media Research; Policy Formation; *Suicide
IDENTIFIERS- Australia; *Media Coverage

Research on the news media's reporting on suicide and mental illness is understudied in Australia despite the controversial nature of much coverage and its possible consequences for a variety of audiences. This paper critiques the underlying assumptions of most international research in this area, which follows a media imitation or contagion model. The paper details the theory guiding the qualitative section of a major 18-month study of Australian media coverage of suicide and mental illness. The project will be completed in 2001. In this paper, the Australian government's media guidelines for journalists

Administrators
IDENTIFIERS- *New York

This study documents trends in the number and quality of applicants for superintendency over time and the success rate of female applicants throughout the search process. Substantial data indicate a gender bias in selecting superintendents. Data collected in New York in 1999 were compared to 1995 data to determine if the size and quality of the applicant pool is changing, ascertain factors that correlate to pool size, reveal percentages of women candidates, document evidence of gender bias, and learn if recruitment strategies change to address projected shortages. The data indicate both the quality and size of the applicant pool continues to decline. Women comprise only 21% of the pool and minorities average less than one applicant per search. Once in the applicant pool, women are slightly more likely to be hired than are men. Salary and socioeconomic status are important factors making superintendency attractive to applicants. Recruiters are becoming more aggressive, but this approach may be counterproductive, unless definitions of professional experience and competence are broadened, because searches will focus on professional qualities likely held only by traditional candidates, and neglect nontraditional applicants. (Contains 29 references.)(TEJ)

ED 452 591   EA 030 964

Patterson, Jerry
The Anguish of Leadership.
PUB DATE- 00
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Effectiveness; Administrators; Career Change; *Career Development; *Career Guidance; Elementary Secondary Education; Employment Opportunities; *Job Performance; Job Satisfaction; *Job Skills; Professional Development; Promotion (Occupational); *Superintendents
IDENTIFIERS- American Association of School Administrators

Despite their prominence, the voices of superintendents are rarely heard regarding their personal triumphs and challenges in educational administration and serving the needs of students. Chapter 1, "A Look at the Featured Superintendents," introduces 14 superintendents and reviews their careers. Chapter 2, "The Good: Dealing With Tough Issues By Doing Right," presents their reflections on the leap to superintendency and how they tackled tough problems they encountered during their careers. Chapter 3, "The Bad: Putting Rocks in Your Pockets," captures the superintendents' viewpoints on many career changes, and examines the issues which complicate leadership. Chapter 4, "The Ugly: The Human Toll of Leadership," explores the human toll of superintendency on both the employee and their family. Chapter 5, "Words From the Wise," provides the collective wisdom regarding preparation for superintendency, changes in school boards, and other challenges that successful superintendents have confronted. Chapter 6, "The Saving Graces: Core Values and Kids," explains how these superintendents sustain their professional dedication to helping kids despite the imposing challenges they face. (TEJ)

ED 452 592   EA 030 965

benefit anyone operating a project. The book is divided into three major parts and several additional supporting sections: Part I discusses the planning and some of the major "tools of the trade" needed to get started in the grant/project field and to use the Internet to access funding resources. Part II covers some important steps in developing a successful grant application. Part III discusses both closing out a project annually and the often difficult but realistic element of terminating the project at the end of external support. This handbook includes problem definition, analysis of need, goals and objectives, activities, some management details (timelines, personnel, budget, reports) evaluation, and dissemination of results. The work is about exploring, writing, implementing, and terminating an idea as a strong proposal and as an operating project. Appendixes include list abbreviations, state points of contact, and a glossary. (Contains 51 references.) (DFR)

ED 452 611 EA 031 028

Nos Eleves, Notre Avenir. Une Introduction a L'education en Alberta. De la Maternelle a la 12e Annee (Our Students, Our Future: an Introduction to Education in Alberta. Kindergarten to Grade 12).
PUB DATE- 98
NOTE- 27p.; For the English version, See ED 427 413.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Admission (School); Educational Objectives; Elementary Secondary Education; *Guides; Program Descriptions; Role of Education; School Choice
IDENTIFIERS- Alberta

Under the Canadian Constitution, each province and territory has exclusive jurisdiction over education. This French language publication explains the ABCs of Alberta's school system. The text details Alberta's goals, various levels of responsibility, funding, public and private schooling, academic core and optional programs, home education, testing, high-school diploma requirements, programs for students with special needs, and programs for students from other countries. The guide is intended for parents, providing them with the information they may need to make the best educational choices for their children. The text is divided into nine topics. It discusses Alberta's commitment to universal public education, the roles and responsibilities of partners in education, and education property taxes. Other topics include opportunities for choice in education, such as separate schools; charter schools; Francophone schools; alternative programs; home education; blended programs; and virtual programs. Details on private schools and residency are also provided. Some of the other information offered includes the enrollment requirements of out-of-province students, provincial cooperation in basic K-12 programs, details on the school year, responsibilities toward students with special needs, strategies in preparing students for the future, expectations in reaching high standards, and how to ensure quality teaching. (RJM)

ED 452 612 EA 031 029

positive effects of drugs. Also examined are the possibilities that behavioral disorders among children lead to parental substance abuse and that learning disabilities and substance abuse are the result of a common cause. The paper urges research with refined diagnostic criteria and greater efforts to inform parents, physicians, teachers, and treatment providers. (Contains approximately 210 references and 101 notes.) (DB)

ED 452 631 EC 308 388

Gardner, Daniel, Ed.; Scott, Tanya, Ed.
Creating Options: A Resource on Financial Aid for Students with Disabilities. 2001 Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 18p.; For the 2000 Edition, see ED 443 212.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Check Lists; *College Students; *Disabilities; *Eligibility; Financial Aid Applicants; Grants; Higher Education; *Paying for College; Resources; Scholarship Funds; Secondary Education; Student Costs; *Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs; Student Personnel Services; Tuition; Vocational Rehabilitation

This resource paper provides an overview of student financial aid and discusses the roles and responsibilities of those who play a significant part in the process of providing aid to students with disabilities. The paper also addresses the financial aid application procedure and suggests timelines and resources for those individuals who are seeking financial aid. The information is based on the best available information at the time of publication in January 2001 and reflects information for the 2001-2002 school year. The first section of the paper covers the various types of financial aid, the technical words and phrases used to describe them, and the processes involved in their disbursement. Particular attention is given to those expenses that are considered disability related and suggestions are made about ways in which some of those expenses may be met. Also included is a brief description of vocational rehabilitation agencies, the services that they may provide, and the interaction between the state vocational rehabilitation agency and the financial aid office of a postsecondary institution. Finally, suggestions are offered about additional possibilities for financial assistance. A list of helpful Internet sites and a pre-college financial aid checklist are provided. (CR)

ED 452 632 EC 308 389

Porter, Stephanie; Freeman, Linda; Griffin, Lynne Reeves
Transition Planning for Adolescents with Special Health Care Needs and Disabilities: Information for Families and Teens.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English

Milestones in special education are noted and a list of resources is included. (CR)

ED 452 650 EC 308 408

Guthmann, Debra
Identifying and Assessing Substance Abuse Problems with Deaf, Deafened, and Hard of Hearing Individuals.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Adolescents; Adults; *Alcohol Abuse; Communication Problems; *Deafness; Drug Abuse; *Drug Addiction; Environmental Influences; Evaluation Methods; Health Education; *Hearing Impairments; Illegal Drug Use; Incidence; Predictor Variables; Program Design; *Rehabilitation Programs; Staff Development; Substance Abuse; *Symptoms (Individual Disorders)
IDENTIFIERS- *Minnesota

This report provides an overview of chemical dependency, communication barriers, and assessment/treatment considerations for individuals who are deaf or have hearing impairments and have drug or alcohol problems. Following a discussion of the pattern of substance abuse, risk factors, and signs and symptoms, the report describes a model treatment program: the Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals. The following recommendations for treatment are made: (1) accessible Twelve Step groups are needed; (2) education/prevention services should be provided to individuals who are deaf or hard of hearing of all ages; (3) there is a need for accessible outpatient, inpatient, and after care services; (4) training opportunities about specialized treatment considerations should be offered to professionals working in the field of chemical dependency; (5) more interpreter training programs are needed that offer specialized training in the area of chemical dependency; (6) more chemical dependency counselors are needed who are fluent in American Sign Language; (7) additional research is needed in the prevalence of chemical dependency within the Deaf community; and (8) vocational rehabilitation counselors are needed to work closely with chemical dependency treatment programs. (Contains 13 references.) (CR)

ED 452 651 EC 308 409

Abell, Deborah J.
Differentiation of Instruction for Disadvantaged Gifted Students: A Systemic Change Model.
PUB DATE- 00
NOTE- 24p.; Paper Presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; *Change Strategies; *Faculty Development; *Gifted Disadvantaged; *Inservice Teacher Education; Middle School Students; Middle Schools; *Program Effectiveness; Small Group Instruction; Student Characteristics; Teacher Behavior; Training Methods

services provided under IDEA is included. Two case examples are given to illustrate the types of services that might be included in an early intervention program. The document also includes references and contact information for the National Information Center for Children and Youth with Disabilities (NICHCY). (SG)

ED 452 670 EC 308 516

Shackelford, Jo

State and Jurisdictional Eligibility Definitions for Infants and Toddlers with Disabilities under IDEA. Revised.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 00

NOTE- 25p.; For earlier version, published in 1998, see ED 415 615. Theme issue.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *At Risk Persons; Compliance (Legal); *Definitions; Developmental Delays; Disabilities; *Disability Identification; Early Childhood Education; *Early Intervention; Educational Legislation; *Eligibility; Federal Legislation; Infants; Preschool Education; Services; State Programs; *State Standards; Toddlers

IDENTIFIERS- Individuals with Disabilities Education Act; *Individuals with Disabilities Education Act Part C; Risk Assessment; Risk Reduction

Under Part C of the Individuals with Disabilities Education Act (IDEA), participating states and jurisdictions must provide services to children who are either experiencing developmental delays, or who have a diagnosed condition that carries with it a high risk of developmental delay. Eligibility criteria used by the states influence the numbers and types of children receiving services, the types of services provided, and the cost of the early intervention system. This paper discusses how 50 states and 6 jurisdictions define developmental delay and summarizes their approaches to serving eligible children. It discusses the wide variability in the types of criteria states use to describe developmental delay and it identifies three categories of risk for adverse developmental outcomes used by many states. These include conditions of established risk, biological/medical risk, and environmental risk. Factors that may mediate the impact of risk factors are also noted, including temperament of the child, high self-esteem, good emotional relationship with at least one parent, and successful learning experiences. The summary table lists the following for each state: level of developmental delay required for eligibility; whether at-risk infants and toddlers are served; and comments. (SG)

ED 452 671 EC 308 517

Shackelford, Jo, Ed.

Descriptions of Selected State Local Interagency Coordinating Councils (LICCs).

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 94

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

of French is to read and respond to an excerpt from the play "Florence," by Marcel Dube. The guidebook has four parts: a Teacher's Guide, a Student Notebook, Examples of Student Work, and Pedagogic Notes. The Teacher's Guide introduces the objectives for the project in terms of the reading process and the content of the lesson, specific guidelines for introducing and directing the project, and grading criteria. The Student Notebook includes directions for the project, the excerpt to be read, and questions for comprehension and reflection. The third section presents examples of students' notes and answers to the questions followed by an evaluation of their responses. Finally, the Pedagogic Notes include goals and principles for the teacher to keep in mind throughout the project, and notes on how to evaluate the students' reading and writing process using the Examples of Student Work. (JSS)

ED 452 694 FL 026 647

Modeles de rendement langagier: Francais, 12e annee. Francais langue premiere (Models of Linguistic Production: French, 12th Grade. French as a Native Language).
PUB DATE- 00
NOTE- 215p.
LANGUAGE- French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Drama; Evaluation Methods; Foreign Countries; *French; Grade 12; Guidelines; High Schools; *Lesson Plans; Literature; *Native Language Instruction; Reading Processes; Student Evaluation; Writing Processes
IDENTIFIERS- *Alberta

Aligned with its 1998 standards for first- and second-language learning, Alberta Learning has published lesson plans that aim for a closer relationship between learning and evaluation. Each volume in this series presents a specific task for students that involves planning, carrying out, and evaluating their work. The task for twelfth grade students who are native speakers of French is to watch a video of a play by Moliere, Tartuffe ou l'Imposteur, and to write a critical analysis of certain elements of the play. The guidebook has four parts: a Teacher's Guide, Student Materials, Examples of Student Work, and Pedagogic Notes. The Teacher's Guide introduces the objectives for the project in terms of the listening and note-taking process and the content of the lesson, specific guidelines for introducing and directing the project, a summary of the video, and grading criteria. The Student Materials include directions for the project as well as pages for note-taking, answering questions, and evaluation. The third section presents examples of students' notes and answers to the questions followed by an evaluation of their responses. Finally, the Pedagogic Notes include goals and principles for the teacher to keep in mind throughout the project, and notes on how to evaluate the students' reading and writing process using the Examples of Student Work. A second guide provides a lesson plan in the same four-part format for small-group discussions about current events. (JSS)

ED 452 695 FL 026 648

Modeles de rendement langagier: Freancais, 11e annee. Francais langue premiere (Models of Linguistic Production: French, 11th Grade. French as a Native Language).
PUB DATE- 00

teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is Slovenian. Slovenian belongs to the southern Slavic language group and is spoken in the southern part of the Austrian province of Styria as well, and is the official language of the Republic of Slovenia. Geographical, cultural, and historical factors have led to the development of an unusually large number of dialects with pronounced differences. These same sociolinguistic factors have prevented the evolution of a single common colloquial variety of the language. (Contains 12 references.) (KFT)

ED 452 716   FL 026 689

Stuijt, Mark
Basque: The Basque Language in Education in France. Regional Dossiers Series.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 98
NOTE- 33p.; Prepared with assistance from Maido Garay, Mme Basmoreau, and Thierry Delbel. For other documents in the series, see FL 026 686-88 and FL 026 690-94.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basque; Cultural Maintenance; Educational Policy; Ethnic Groups; Foreign Countries; French; *Heritage Education; *Language Maintenance; Language Minorities; *Language Planning; National Programs; *Native Language Instruction; Official Languages; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- European Union; France

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union--the southwestern part of France, also known as the North Basque country. Details are provided about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is Basque or Euskara. It is a language completely surrounded by Indo-European languages and yet is totally different--a fact that has interested researchers for centuries. It is spoken in three provinces in France and four in Spain. (Contains 24 references.) (KFT)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Discourse Analysis; *English (Second Language); *Grammar; Higher Education; Language Patterns; *Pragmatics; *Pretests Posttests; Second Language Instruction; Second Language Learning; Sociolinguistics; Speech Acts; Statistical Analysis; *Teaching Methods

This exploratory study examines the efficacy of Focus on Form (i.e., brief instruction on linguistic forms while learners engage in meaning) at the pragmatic level. Specifically, comparing Focus on FormS (interactions followed by explicit debriefing on pragmatic forms) and Focus on Form (interactions followed by debriefing on meaning), the researchers investigated to what extent these two paradigms of language instruction affected learners' ability to request. Three groups (Focus on FormS [FonFS], Focus on Form [FonF]; Control) of university level English-as-a-Second-Language (ESL) students took DCTs for pre- and post-tests. Two groups (FonFS and FonF) received an "interaction enhancement" treatment, which consisted of rehearsal, performance, and debriefing stages. While no significant differences were found among the three treatment groups, these inconclusive findings should not be seen as evidence of the failure of FonF in the realm of second language pragmatics instruction. The brevity of the treatment, combined with the implicit nature of the treatment made statistically significant results unlikely. The study found a trend in "degree of directness" among the three groups and suggests that the treatment was just beginning to "catch." This presents suggestions for future research. (Contains 29 references.) (KFT)

ED 452 737   FL 026 710

McCarthy, Ciaran
Reading Theory as a Microcosm of the Four Skills. Applied Linguistics Series.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Active Learning; *Applied Linguistics; Communicative Competence (Languages); Feedback; Foreign Countries; Listening Skills; *Literacy; Personal Autonomy; *Reading Skills; Second Language Instruction; Second Language Learning; Student Role; Teaching Methods; *Writing Skills
IDENTIFIERS- Ireland

This paper examines how helpful it is to treat, at the theoretical level, the four language skills (reading, writing, listening, and speaking) separately from one another. It is commonly asserted that this is not the best approach, and that these four skills really have a great deal in common and it makes more sense to treat them holistically. This paper argues, to the contrary, that the four skills must be examined in isolation, individually, in order to look for parallels between the processes. The sum of the parts may be greater, and more practically helpful, than the whole. For instance, there has been much research linking reading and writing that it is now normal to see them referred to by their composite term literacy. A small group of second language (L2) learners is described in a specific classroom context giving a discursive commentary on how to focus on the development of the group's proficiency in reading skills. This works well because there are four main ideas behind it--scaffolding and then learner autonomy, which are not at odds with each other but are quite

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Access to Education; *Disabilities; *Educational Legislation; *Federal Legislation; Higher Education; Learning Disabilities; Legal Responsibility; Mental Disorders; *Special Needs Students; Student Behavior
IDENTIFIERS- Americans with Disabilities Act 1990; Reasonable Accommodation (Disabilities); Rehabilitation Act 1973

This pamphlet offers college and university administrators and attorneys a road map of the legal issues surrounding the dismissal of students with mental disabilities (including psychiatric disorders and learning disabilities) as well as practical guidance on how best to uphold the school's disciplinary and academic standards while keeping within the current law. The pamphlet updates and expands upon an earlier pamphlet. The first section provides an overview of applicable federal law, explaining the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. It focuses on: what these statutes require, scope of the coverage, how a disability is defined under these laws, who are otherwise qualified individuals, and what constitutes reasonable accommodation. The second section discusses dismissal of students with mental disabilities, focusing on disciplinary and behavior-related dismissals and dismissals for failure to meet academic requirements. The third section discusses the influence of pre-higher education protections on the expectations of postsecondary students. The pamphlet concludes with answers to commonly-asked questions (e.g., mental conditions not covered by these statutes and commonly made mistakes in managing dismissal situations involving students with mental disabilities). (SM)

ED 452 758 HE 033 973

Kaplin, William A.; Lee, Barbara A.
Cumulative Supplement to the Law of Higher Education, Year 2000. Third Edition.
PUB DATE- 00
NOTE- 725p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Accreditation (Institutions); Activism; Administrators; Affirmative Action; Collective Bargaining; College Admission; College Athletics; College Faculty; College Housing; College Students; Degrees (Academic); Discipline; *Educational Legislation; Federal Aid; *Federal Legislation; Fraternities; Freedom of Speech; Grades (Scholastic); Grievance Procedures; *Higher Education; Legal Responsibility; Public Colleges; School Business Relationship; School Community Relationship; School Security; Sororities; State Legislation; Student Financial Aid

This volume updates and supplements two earlier volumes, "The Law of Higher Education: A Comprehensive Guide to Legal Implications of Administrative Decision Making, Third Edition" (LHE 3d) and "A Legal Guide for Student Affairs Professionals" (SA). It covers developments from the press deadline for the LHE 3d through the end of 1999 and contains brief coverage of selected developments from the first half of 2000 (including major U.S. Supreme Court cases decided through the end of the 1999-2000 term). It includes discussions of court opinions, statutes, regulations, and related developments as well as

NOTE- 17p.; Designed and produced by the Office of College Relations at Oakton Community College, Illinois.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *Ethics; Higher Education; Institutional Characteristics; *Integrity; *Values

The Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values come principles of behavior that enable academic communities to translate ideals into action. This essay discusses each of these values and poses some questions institutions and administrators should ask themselves about these values in operation on their campus. Seven recommendations for academic integrity have been developed that are appropriate to every institution of higher education: (1) have clear academic integrity statements, policies, and procedures that are consistently implemented; (2) inform and education the entire community about academic integrity policies and procedures; (3) promulgate and practice theses policies and procedures rigorously from the top down and support those who uphold them; (4) have a clear, accessible, and equitable system to adjudicate suspected violations of policy; (5) develop programs to promote academic integrity among all segments of the campus community; (6) be alert to trends in higher education and campus technology; and (7) regularly assess the effectiveness of polices and procedures and take steps to improve and rejuvenate them. (SLD)

ED 452 779 HE 033 998

Arimoto, Akira, Ed.
University Reforms and Academic Governance: Reports of the 2000 Three-Nation Workshop on Academic Governance (Tokyo, Japan, February 24-25, 2000). RIHE International Publication Series No. 7.
PUB DATE- 01
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; *Educational Administration; Educational Change; Foreign Countries; Higher Education; *International Education; International Studies
IDENTIFIERS- Japan; *Reform Efforts; Switzerland; United States

This report contains papers presented at the Three-Nation Workshop on Academic Governance by participants from the United States, Switzerland, and Japan. These papers are based on comparative studies of a survey topic originally developed in Japan. The papers are: (1) "Comparative Study of Academic Governance: Its Purpose and Framework" (keynote paper, Akira Arimoto); (2) "Present Situation of the University Management" (Atsunori Yamanoi); (3) "Present Situation of the University Reform" (Tomomi Amano); (4) "Management of the University in the 21st Century: A Brief Report as the Case of National Universities" (Naoyui Ogata); (5) "Responsiveness, Responsibility and Accountability in Swiss University Governance" (Luc Weber, Yuko Harayama, and Francois Grin); (6) "Accountability and Market Responsiveness in the United States" (Robert Zensky and Gregers Dubrow); and (7) "Dimensions of

Weiss, April; Kennedy, Paul
From Genesis to Infinity or from 0 to 50,000 Online Students in 2 Years.
PUB DATE- 00
NOTE- 17p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; *Computer Networks; *Distance Education; Educational Development; Foreign Countries; Higher Education; *Online Systems
IDENTIFIERS- RMIT University (Australia); *Technology Implementation

In 2 years, RMIT University (Melbourne, Australia) set up an online learning system for 50,000 students. The development of the RMIT Distributed Learning System has taken the University from a cottage industry model to a fully fledged enterprise system for flexible online learning, integrated with the University's student administration system and capable of integration with the PeopleSoft student system when it goes live. This paper reviews the infrastructure and basic services required for this level of growth. First, a background is briefly sketched, followed by a list of initial design objectives for the distributed learning system (DLS). The DLS was built and deployed in four phases. Each of these phases is described. RMIT is simultaneously implementing four enterprise systems in parallel, with intention to integrate them during 2001. These four systems are described. The rollout of the DLS brought into sharp focus the problems of deploying an enterprise system across a large intranet in which could be found non-standard servers, different versions of network software, and variations in configuration of the network software. The parallel information technology (IT) infrastructure refurbishment is outlined, and outcomes including the success of the program are discussed. (Contains 11 references.) (AEF)

ED 452 800 IR 020 608

Breeden, Sue Ellen; Ramsey, Ellen; Evans, Susan; Roche, Gene; Vallière, Michele
One Size Does Not Fit All: Models for Support and Training Partnerships in Virginia.
PUB DATE- 00
NOTE- 11p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Practices; Higher Education; Information Technology; Models; Program Development; Program Effectiveness; *Staff Development; *Technical Assistance; *Training
IDENTIFIERS- College of William and Mary VA; University of Virginia

Providing technical support to a large, geographically diverse heading and reviews promising directions for technology's role in education. There are changes in the nature of technological elements involved in educational research, changes in the kinds of research questions being asked, and changes in how research is being done and the methods being used; all of these factors are discussed. Then, to illustrate how technologies can be used to support and extend a broad-based program of education change, the authors use the example of a comprehensive program of reform that has taken place in the Union City, New Jersey schools. Eight key reform strategies integral to the Union City school district's success are identified. Key assumptions, methodological features, and design elements of this type of research are reviewed. The paper concludes by identifying several lessons learned. (Contains 15 references.) (AEF)

ED 452 819 IR 020 656

Norris, Cathleen; Smolka, Jennifer; Soloway, Elliot
Convergent Analysis: A Method for Extracting the Value from Research Studies on Technology in Education.
PUB DATE- 99
NOTE- 12p.; In: The Secretary's Conference on Educational Technology, 1999: Evaluating the Effectiveness of Technology. Proceedings (Washington, D.C., July 12-13, 1999); see IR 020 654.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Uses in Education; Convergent Thinking; Educational Development; *Educational Research; *Educational Technology; Research and Development; *Research Methodology; Research Needs

The objective of this paper is to present a method for extracting value from the research literature that should benefit educational practitioners. This method, called Convergent Analysis (CA), comprises the following steps. First, this focused question must be posed whose answer can benefit educational practitioners: under what conditions do computers lead to increased student achievement? Second, the empirical studies in the literature need to be reviewed and put into a standardized format. Third, all the studies in that standardized format should be looked at in order to compare and contrast the issues in each study. This paper highlights the steps of the CA process and provides examples of the "nuggets of wisdom" extracted from the literature on writing education and technology using the CA method. Issues and tools needing future research and development are then identified. Finally, curricular, instructional, and infrastructural issues are identified. (Contains 17 references.) (AEF)

ED 452 820 IR 020 657

Penuel, William R.; Means, Barbara
Observing Classroom Processes in Project-Based Learning Using Multimedia: A Tool for Evaluators.
PUB DATE- 99
NOTE- 15p.; In: The Secretary's Conference on Educational Technology, 1999: Evaluating the Effectiveness of Technology. Proceedings (Washington, D.C., July 12-13, 1999); see IR 020 654.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

pay adjustments addressed the problem of unequal pay effectively; (2) states that targeted specific underpaid female-dominated jobs spent a relatively small portion of their total wage bill on pay equity adjustments; and (3) these remedies did not have the unfortunate side effects many economists predicted. (Contains 19 endnotes.) (YLB)

ED 452 348   CE 081 358

Technology & Distance Learning Survey.
PUB DATE- 99
NOTE- 17p.; Survey conducted by the Florida Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Computers; Access to Education; Adult Basic Education; Adult Learning; *Adult Literacy; Computer Attitudes; Computer Literacy; *Computer Uses in Education; *Distance Education; Educational Attitudes; Educational Needs; Educational Technology; *Educational Trends; Literacy Education; Mentors; Microcomputers; Questionnaires; State Programs; *Statewide Planning; *Teacher Attitudes
IDENTIFIERS- *Florida

A survey was conducted to assess the current state of technology and distance learning awareness and usage in Florida's adult education and community-based programs. Data were gathered through a survey of 350 adult practitioners, literacy providers, community-based organizations and libraries throughout the state (125 responses 36 percent return rate). Findings of the study included the following: (1) 30 percent of the respondents said they were involved in distance learning, primarily in Crossroads Cafe; (2) 71 percent said that distance learning and alternative education delivery systems can have a positive impact on programs; (3) 73 percent of respondents had computers with more than 16 megabytes of memory, a CD-ROM drive, and a modem; (4) 79 percent had computers at home; (5) only 43 percent of computers for student use had more than 16 megabytes of memory; (6) 17 percent of respondents listed training, staff development, and financial support as their top needs for support services; (7) more than 60 percent of respondents said they would be willing to pay a small fee to attend a technology-based workshop to sharpen their technology skills; and (8) most respondents were confident of their computer skills. Recommendations were made for training to enable individuals to be part of a high-performance learning community that embraces technology and distance learning opportunities, is committed to the idea of sharing knowledge, and supports mentoring and coaching as beneficial to both students and facilitators; and for development of a Technology Support Team and statewide infrastructure that will enable all adult education and literacy administrators, providers, teachers, and students the ability to access information, communicate, and share ideas and learn new ways of solving problems. (The survey instrument is included in the report.) (KC)

ED 452 349   CE 081 484

Wentland, Dan
The Strategic Training of Employees Model (STEM): The Four P's Approach.
PUB DATE- 01

providing financial aid for distance education. (An annotated bibliography of 34 pertinent publications constitutes the bulk of this document.) (MN)

ED 452 366   CE 081 627

Wonacott, Michael E.
Leadership Development in Career and Technical Education. ERIC Digest No. 225.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Education; Administrator Effectiveness; Adult Learning; Conventional Instruction; Educational Needs; *Educational Trends; Futures (of Society); Guidelines; Leadership Qualities; *Leadership Training; Literature Reviews; Models; Needs Assessment; Postsecondary Education; *Professional Development; Program Improvement; Secondary Education; Sex Differences; Teacher Education; Trend Analysis; *Vocational Directors; Vocational Education; *Vocational Education Teachers; Womens Education
IDENTIFIERS- ERIC Digests; *Transformational Leadership

Leadership development is an important, longstanding concern in career and technical education (CTE). CTE's focus on leadership development has traditionally started in secondary programs, continued in postsecondary programs, and included formal credit and noncredit activities for preservice or inservice CTE teachers or administrators. Because of changes in the nature of work, ethnic/cultural composition of the student body, and public demands on education, a new model of transformational leadership has been advocated to point CTE in new directions. According to transformational leadership theory, the following factors enable leaders to motivate individuals to perform beyond expectations: charisma; intellectual stimulation; individual consideration; and inspirational motivation. Literature reviews have identified "adaptable, open to change" and "visionary" as two key leadership attributes. Successful CTE administrators identified the following on-the-job experiences as helpful to their development as leaders: positions with new/increased responsibilities; special start-up work assignments; handling personnel problems, being mentored, counseled, and supported; and working with a supervisor. The following are among recommendations for improving leadership development efforts: provide careful course structure and direction; allow participants to construct a cognitive leadership model as a basis for activity; provide team-building and on-the-job experiences and time for guided practice; and involve other academic areas in a multidisciplinary approach. The relationship between leadership and gender in CTE has received renewed attention, as have lessons from other areas. (Contains 21 references.) (MN)

ED 452 367   CE 081 628

Brown, Bettina Lankard
Women and Minorities in High-Tech Careers. ERIC Digest No. 226.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

needs and over time put effective partnerships and policies in place. Chapter 8 addresses key issues in getting resources to keep family learning going. Chapter 9 looks at how to improve delivery of family learning. An opportunity to take stock and look ahead forms the conclusion (Chapter 10) in Part 4. A chart of useful contacts and 81-item bibliography are appended. (YLB)

ED 452 383   CE 081 651

Crowther, Jim, Ed.; Hamilton, Mary, Ed.; Tett, Lyn, Ed.
Powerful Literacies.
PUB DATE- 01
NOTE- 199p.; Volume derives from the Annual Research and Practice in Adult Literacy (RaPAL) Conference (Edinburgh, Scotland, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Information; Adult Basic Education; *Adult Literacy; Adult Programs; Bilingualism; Citizen Participation; Citizenship; Democracy; Developed Nations; Developing Nations; Dyslexia; *Empowerment; Foreign Countries; Homeless People; *Information Technology; Labeling (of Persons); Learning Disabilities; Literacy Education; Power Structure; *Public Policy; Social Change; Social Control; *Social Discrimination; Social Integration; Telecommunications
IDENTIFIERS- Australia; Bangladesh; Ireland; *Power Relations; South Africa; United Kingdom

These 15 papers share a common theme: seeking to promote literacy as a powerful tool for challenging existing inequalities and dependencies. "Powerful Literacies" (Jim Crowther et al.) is an introduction. Section 1 establishes the theoretical and policy frameworks that underpin the book and shows how literacy is situated in different geographical places, domains, and cultural contexts. "Contexts for Literacy Work" (Brian V. Street) shows a range of discourses that affect both what we understand literacy to be and our approaches to it. "Powerful Literacies" (Mary Hamilton et al.) offers an overview of the policy context within which the developments described in the rest of the book need to be understood. Section 2 is concerned with reflecting on power in terms of the vision behind "empowering initiatives" and with the limitations on what has been achieved because of powerful forces in society. "Signatures and the Lettered World" (Jane Mace) explores the personal significance of being able to write your own name and the power that this embodies. "The Role of Literacy in People's Lives" (Geraldine Castleton) examines the way literacy needs are defined by state agencies and professional groups in Australia who invariably construct homeless people as deficient and requiring training to reach literacy levels assumed to be valued and unproblematic. "Dyslexia and Adult Literacy" (Hugo Kerr) addresses the power of labelling and its consequences in a critique of the literature on developmental dyslexia. "Form-Filling as a Social Practice" (Marcia Fawns, Roz Ivanic) raises the issue of disempowerment and surveillance through a consideration of the politics of official forms. "Literacy, Literacies, and Adult Basic Education and Training in South Africa" (Catherine Kell) sketches an overview of the key developments in policy and provision in adult literacy." "Democracy as a Way of Life" (Jim Crowther, Lyn Tett) argues that literacy can contribute to democracy as a way of life. Section 3 discusses how learners and teachers can be repositioned as active subjects and citizens rather than passive objects. "The Politics of Really Useful Literacy" (Ian describe potential benefits and drawbacks of e-learning. Benefits include that e-learning is timely, accessible, learner-centered, cost effective, up-to-date, quick, retainable, risk-free, consistent, interactive and collaborative, easy to track, and that it increases information technology skills. Drawbacks include that e-learning can be technology-dependent, incompatible, unsuitable for some types of training, unsuitable for some types of learners, heavily reliant on self-discipline, less interactive than one would think, initially expensive, still dependent on human support, and difficult to support with content. Section 5 discusses key issues to consider when developing e-learning, including how best to blend new e-learning technologies with traditional classroom approaches to training; whether to buy new off-the-shelf materials, develop content externally or in-house; how best to provide learner support; how trainers will adapt; and how to tell whether the strategy is working. The final section concludes with a summary of the issues and potential of e-learning. The guide includes a glossary of 13 terms and a resource guide listing 64 reports and articles, 7 websites, and 8 magazines and journals. (KC)

ED 452 400   CE 081 678

Huws, U.; Jagger, N.; Bates, P.
Where the Butterfly Alights: The Global Location of eWork. EMERGENCE. IES Report 378.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 01
NOTE- 130p.; Cover page varies. Funded by the European Commission's Information Society Technologies Programme.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Career Change; Career Development; Data Analysis; *Demand Occupations; Developed Nations; Developing Nations; Employee Attitudes; *Employment Opportunities; Employment Potential; Employment Practices; Foreign Countries; Futures (of Society); *Global Approach; Human Resources; Information Management; Information Science; Information Scientists; *Information Technology; *Occupational Mobility; Telecommunications; Work Attitudes; Work Experience; World Wide Web
IDENTIFIERS- European Union; Information Society

This study forms part of the EMERGENCE project, which is designed to measure and map information and communications technology-related employment (eWork) relocation on a global level. Information collected by Eurostat and the United Kingdom Labour Force Survey were the primary sources of data analyzed. Twelve factors identified as influencing eWork location (relative service sector salaries; graduate availability; language; students studying abroad; time zone; telecommunications infrastructure; quantity of telecommunications traffic; telecommunications costs; trust or previous contact; Internet access and literacy; economic development and "openness"; and demographic factors) led to the identification of these six clusters of countries or characterizations of countries' eWork status: (1) eLeaders (those countries that define eWork and are the main sources of relocated employment, such as Australia, France, Germany, Japan, United Kingdom, and the United States); (2) eCapables (smaller e-Leaders, including Austria and Belgium, among others); (3) eHares (small countries with historically poor telecommunications infrastructure but rapid recent growth, including Cambodia and Chile); (4) eTigers (large countries with good infrastructure, available human from young students through interactive educational activities. It discusses barriers the properties faced and shares lessons learned by residents and staff. Chapter 2 provides these strategies for others to develop an intergenerational program: conduct a needs assessment; build a partnership with area schools and youth organizations; establish measurable goals and objectives; develop a monitoring and evaluation plan; have a clear, realistic program design and budget; provide transportation; recruit, select, and match participants; prepare and train staff and participants; coordinate and supervise activities; recognize and support participants; and publicize results. Chapter 3 describes how seniors at the Portland properties contribute to their communities through recreational, educational, and fundraising activities. Chapter 4 offers examples of current senior programs at six selected Neighborhood Networks center sites nationwide. Chapter 5 lists 14 organizational resources available to help Neighborhood Networks centers develop or expand senior programs. (YLB)

ED 452 416 CE 081 706

Garth, Phyllis Ham, Ed.
Every Voice Counts... Proceedings of the Annual African American and Latino/a American Adult Education Research Symposium (10th, Chicago, Illinois, April 21, 2001).
SPONS. AGENCY- Chicago City Colleges, IL. Malcolm X Coll.; Northern Illinois Univ., De Kalb.
PUB DATE- 01
NOTE- 180p.; For the 6th symposium, see ED 403 435. Melina L. Gallo was assistant editor.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Activism; Adult Education; *Adult Literacy; *African Studies; Afrocentrism; Black History; *Blacks; Christianity; Community Programs; Computer Software Evaluation; Cultural Influences; Developed Nations; Developing Nations; Early Parenthood; Economically Disadvantaged; Educational Research; *Empowerment; English (Second Language); *Females; Foreign Countries; Global Approach; Government Role; Graduate Students; Graduate Study; High Schools; Higher Education; *Hispanic Americans; Inner City; Local Government; One Parent Family; Personal Narratives; Poverty; Pregnant Students; Self Efficacy; Unwed Mothers; Urban Areas
IDENTIFIERS- African Americans; African Methodist Episcopal Church; Botswana; Brazil; Cowboys; Globalization; Moynihan Report; Rastafarianism

This symposium publication consists of 26 presentations. Papers are "'How to Eat an Oreo': Using African American Research through Personal Narrative To Analyze Ethnic Dysmorphic Phenomenon" (Ashford); "Authentic Members: Uncovering Adult Children" (Barnes); "What Good Is Government? Assessment of Government Official Impact on Black Businesses" (Benjamin); "Linking the South with the South in the Northern Illinois University Adult Education (AE) Graduate Program" (Cunningham, Shim); "Caring" (Dixon); "Community Empowerment Through Participatory Research: Case Study of Citizen Participation in Town Hall Meeting Planning and Implementation" (Easley); "Missing Piece: Evaluating Educational Software" (Ellens-Sanders); "Is There Room for Self-Directed Learning in AE?" (Fuentes); "In Our Own Images: Using Photography for Empowerment Through Critical Literacy" (Gallo); "Jean-Bertrand Aristide and the Lavalas Movement" (Germain); "Christianity from the Perspective of African Peoples" (Gittens); "Time for among learning providers; (7) encourage greater employer support for lifelong learning; (8) improve standards and certification to improve facilitation of lifelong learning; (9) fund lifelong learning; and (10) promote lifelong learning. The concerns raised during the individual meetings varied, depending on whether the meeting was in a rural or urban location and participants' knowledge of lifelong learning. (MN)

ED 452 429   CE 081 735

Carnevale, Anthony P.
Help Wanted...College Required. ETS Leadership 2000 Series.
PUB DATE- 01
NOTE- 61p.; From the Business-Education Partnerships Conference (Chicago, IL, January 8-9, 2001). Produced with Donna M. Desrochers, Richard A. Fry, and Stephen R. Rose, Educational Testing Service, Office of Public Leadership.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Access to Education; Asian Americans; Blacks; Career Development; College Graduates; Comparative Analysis; Credentials; Degrees (Academic); *Education Work Relationship; Educational Attainment; Educational Benefits; Educational Demand; *Educational Needs; *Educational Status Comparison; Employed Women; Employment Level; Employment Opportunities; *Employment Patterns; Employment Practices; *Employment Qualifications; High School Graduates; High Schools; Hispanic Americans; Human Capital; Influences; Job Skills; Needs Assessment; Occupations; Outcomes of Education; Postsecondary Education; Relevance (Education); *Salary Wage Differentials;
IDENTIFIERS- 1; Socioeconomic Status; Student Characteristics; Trend Analysis; Unskilled Occupations; Whites

By the time today's eighth graders reach age 28-29, approximately 66% will have had some kind of postsecondary education or training. There has been a dramatic upward shift in the education and skill requirements for all occupations. Access to higher education has become the threshold for career success. Elite managerial and professional jobs, which are the highest-paid jobs, go primarily to people with bachelor's degrees. The good jobs held by crafts workers, technicians, clerical workers, and others go mainly to people with some college but no degree. The less-skilled, lowest-paid jobs go to less-educated workers, many of whom are in transition to more skilled jobs or are combining work and schooling. Although average earnings for women are still lower than average earnings for men, the correlation between education and earnings has increased dramatically for both genders in the past 2 decades. The jobs that employ the most skilled workers are growing the fastest. The most skilled students are more likely to attain higher levels of education. A strong high school curriculum lowers the hurdles to college graduation at every socioeconomic status, especially for minorities. Social capital factors, such as parental expectations, also play a strong role in educational attainment. (Contains 37 figures.) (MN)

ED 452 430   CE 081 737

Brown, Carolyn
Entrepreneurial Education Teaching Guide. CELCEE Digest 00-7.
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO. Center for Entrepreneurial Leadership.

Farmer, Yvette; Cawthon, Laurie; Lindsay, Jonathan
Comprehensive Program Evaluation Project: Program Development and Implementation.
PUB DATE- 01
NOTE- 78p.; Prepared for and funded by the Division of Alcohol and Substance Abuse (DASA), Department of Social and Health Sciences (DSHS). Study collaborators were: Department of Social and Health Services, DASA, Medical Assistance Administration, Research and Data Analysis, and Children's Administration, and the Washington State Department of Health.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Coordination; Cooperation; Drug Rehabilitation; *Early Intervention; Family Counseling; Mothers; Pregnancy; Prenatal Drug Exposure; *Program Evaluation; Program Implementation; Substance Abuse; Young Children

This pilot project was designed as a collaborative effort to serve substance abusing women and their young children. The goals were to improve the health and welfare of these families by early identification of pregnant substance abusers; improve access to and coordination of health care services and chemical dependency treatment; and provide family-focused early intervention services. This report emphasizes the process evaluation and focuses on issues surrounding program implementation during the first service year. Three pilot sites served 194 women and their children. Key findings include: (1) more than half of the women were over age 25 and 73% were Caucasian; (2) over 80% of the women received chemical dependency treatment services; (3) the majority of women reported conventional parenting attitudes; (4) most understood the dangers of drug use; and (5) less than half said they were able to handle their problems. Several factors were identified as critical to the successful implementation of the pilot program. What these factors had in common is that they all improve or enhance communication among the service providers. Sharing information and conducting staff and community meetings all helped build the team approach at the state and community level. (Contains 11 appendixes and 24 references.) (JDM)

ED 452 448 CG 030 865

Hoffman, Rose Marie
Theory to Practice: A Model for School Counselor Education.
PUB DATE- 01
NOTE- 20p.; Based on paper presented at the Triennial Conference of the Association for Counselor Education and Supervision (New Orleans, LA, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; *Curriculum Development; Higher Education; Introductory Courses; Models; *School Counselors; *Theory Practice Relationship

School counselor education programs are being redesigned to equip school counselors-in-training with information and skills to address the needs of a rapidly changing society. This paper presents one school counselor education program's process of

ED 452 470   CG 030 901

Shapiro, Raquel; Shapiro, Ronald G.
Games To Explain Aspects of Psychology.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Games; *Learning Activities; Professional Training; *Psychology; *Workshops

This workshop presents a collection of demonstrations of various psychological concepts. It provides a technique to increase people's interest in the field of psychology and to teach some basic principles about psychology for use on a daily basis. The workshop covers sensation; perception; learning; memory; responding; thinking; interference; measurement; feedback; reinforcement; assumptions, and interpretation. For each activity, you review the psychological basis for the activity; engage in participating in the activity; participate in a discussion relating the activity to real life experiences of the participants; and discuss the way in which participating in the activity will benefit the participants at home or on the job. This program provides a lively, informative workshop with minimal preparation. (ADT)

ED 452 471   CG 030 902

Shapiro, Ronald G.; Shapiro, Raquel
Preparing for Your Career with a Psychology Degree.
PUB DATE- 01
NOTE- 102p.; Production compliments of IBM.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bachelors Degrees; Career Development; College Graduates; Elementary Secondary Education; *Employment Opportunities; Higher Education; Industry; *Job Placement; *Psychology; School Business Relationship

Career options for baccalaureate level psychology graduates are not readily known. Deciding whether to pursue a university career or one in industry is often a difficult decision for graduates since they usually have limited industrial experience. This paper describes how graduates can maximize the value of their psychology degree. It explains what working in industry would be like for a graduate, what skills they would utilize, and which factors would lead to their success in industry. Practical recommendations are listed for working in both educational settings and in industry. Tips on writing a resume and preparing for an interview are also included. (JDM)

ED 452 472   CG 030 905

Metzler, April E.; Weiskotten, David; Morgen, Keith J.
Adolescent HIV Prevention: An Application of the Elaboration

and change for greater numbers of children and teachers--is dramatic and impressive. This article states that responding to questions about RR success, seemingly a simple matter, is actually quite a complex endeavor when the many ways of judging success as well as the authors' roles and responsibilities for sharing it are considered. The article asks: What are the indicators of success and how do others learn of it? It suggests that these indicators range from a global viewpoint, which often emerges from outside the organizations, to a more local perspective: that of an individual RR child's success. The article proposes that, because the global interpretation of efforts is best characterized when it is based on accurate local information, RR educators should assume responsibility for sharing successes at both the global and local level. It discusses in detail sharing and communication; the global perspective; the local perspective; and why success must be shared at both the local and the global level. (Contains 13 references.) (NKA)

ED 452 493 CS 014 353

Krauthamer, Helene
How Can We Assess Computer-Assisted Reading and Writing Instruction?
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the National Writing Centers Association (5th, Baltimore, MD, November 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Evaluation; *Computer Software Selection; *Courseware; Evaluation Methods; Higher Education; *Reading Instruction; *Writing Instruction; Writing Laboratories
IDENTIFIERS- Electronic Resources

This paper addresses the lack of evaluative resources for computer-assisted reading and writing instruction (CARWI). It begins by discussing the benefits, drawbacks, and effectiveness of computer-based instruction. It then describes types of CARWI packages, including: (1) writing process software; (2) electronic handbooks; (3) interactive exercises; (4) comprehensive language programs; and (5) online writing labs (OWLs) and online reading labs. It continues by discussing cost, convenience, attractiveness, and effectiveness, which are the factors to consider when selecting CARWI programs. It then describes two Web sites developed by the author to solicit and post descriptions and user testimonials of software packages used in writing centers nationally. The author also suggests a numeric rating method to evaluate the results of such questionnaires and concludes by discussing the advantages of CARWI. (EF)

ED 452 494 CS 014 354

Grossen, Bonnie; Coulter, Gail; Ruggles, Barbara
Reading Recovery: An Evaluation of Benefits and Costs. Executive Summary.
PUB DATE- 97
NOTE- 23p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Classroom Techniques; *Evaluation Methods; *Literacy; Measures (Individuals); National Standards; Primary Education; Reading Skills; *Teacher Made Tests; *Test Construction; Test Use; Writing Skills

This report focuses on results of a systematic study of instructional assessments of early literacy designed by teachers and other educators for use in K-3 classrooms. The report presents the methodology and coding scheme used for collecting classroom-based measures and evaluating their content. It provides data about how reading and writing skills are assessed by teachers and shows the relationship between the skills included on these assessments and the skills associated with national standards and benchmarks. It also characterizes the instructional assessments teachers use in their classrooms to evaluate their students' literacy performance in terms of categories of skills assessed, types of assessment models utilized, differences in student responses elicited by the assessments, forms of administration, types of mental processing required of students, and other parameters. The discussion concerns questions about the psychometric properties of these assessments, their relationship to national standards, and their place in the instructional process for classroom teachers. (Contains 127 references, and 19 tables and 5 figures of data. Appendixes contain a coding manual for informal literacy assessments; a summary of assessments (in tabular form); a table listing the number of specific skills or elements by assessment; a list of skills or elements included in the assessments; and a narrative description of two measures and the output of each assessment.) (Author/RS)

ED 452 515 CS 014 379

Paris, Alison H.; Paris, Scott G.
Children's Comprehension of Narrative Picture Books. CIERA Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; *Comprehension; Developmental Stages; *Picture Books; Primary Education; *Reading Achievement; Reading Instruction; *Reading Skills

This paper explains the creation and validation of the Narrative Comprehension of Picture Books task (NC task), an assessment of young children's comprehension of wordless picture books. Study 1 explored developmental improvements in the task, as well as relationships to other measures of early reading. Subjects, 158 K-2 students, were administered the NC task. Those children who could read were also given a measure of oral reading and comprehension, while nonreaders received an assessment that measured early literacy skills. There was significant improvement with increasing age on NC task measures. Significant relationships were also found between the NC task and several early literacy skills for nonreaders. Study 2 tested the generalizability of the NC task. A subsample of 91 students received 2 additional picture books. Inter-task correlations showed that children were consistent on each of the NC task-dependent variables across the three books. The and express themselves. The message of the series urges parents and children to spend time together, talk about stories, and learn together. The first part of each book presents stories appropriate for varying grade levels, both younger children and those in grades three and four, and each book presents stories on a particular theme. The Read-along Stories in this book are: "The Houses on Harmony Lane" (Lloydene Cook); "Sara's Discovery" (Nancy Brayton-John); and "Diamonds in the Rough" (Vivian Endicott). On an accompanying audiotape, the stories are performed as radio dramas, allowing children to read along. The second half of each book provides ideas and guidelines for parents, as well as activities and books for additional reading. This book includes the following topics: (1) why is personal writing important? (2) how can parents encourage their children? and (3) parent's role. It also includes suggested activities such as communicating only through written letters for a day, making books, writing down a guided fantasy, going to an author signing, and reading familiar fairy tales written from another viewpoint. Contains 31 references. (EF)

ED 452 535 CS 217 395

Success with Test-Taking. Parents and Children Together Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 75p.; Accompanying audiotape not available from ERIC. For other books in the series, see CS 217 390-399.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Parent Student Relationship; *Reading Aloud to Others; *Reading Habits; *Test Anxiety; *Test Wiseness
IDENTIFIERS- *Test Readiness

This book, one of a series, shares ideas on how parents can help children cope with and learn from tests. The message of the series urges parents and children to spend time together, talk about stories, and learn together. The first part of each book presents stories appropriate for varying grade levels, both younger children and those in grades three and four, and each book presents stories on a particular theme. The Read-along Stories in this book are: "The Burglar Alarm Case" (Ann Devendorf); "The Lunch Box" (Marilyn Kratz); and "The Girl Who Brought Down the Wind" (Constance Veatch Toney). On an accompanying audiotape, the stories are performed as radio dramas, allowing children to read along. The second half of each book provides ideas and guidelines for parents, as well as activities and books for additional reading. Sections in this book include: everyone can do better on tests; test anxiety; practice tests; and attitude and health. Activities to help children learn while having fun are also included. Contains 30 references. (EF)

ED 452 536 CS 217 396

Working with the School. Parents and Children Together Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Although the researchers tried to explore the curricular topics, children in one group began to preface their letters with riddles, and riddling extended to two of the writing groups. The riddlers also began to structure dialogues in which they designated both a topic and a method of exchange that would assure a return for their riddles. It could be said that riddling dealt with child-centered topics in which the children maintained interest because the riddles were: (1) fun; (2) child-initiated; (3) interesting to the children; or (4) generally part of children's culture. However, such a reductive analysis would give short shrift to something that the children maintained for 4 months. They opposed another discourse--the curricular discourse the researchers had initiated--by controlling it. (Contains 3 tables and 25 references.) (NKA)

ED 452 555 CS 217 521

Miller, A. Christine; Cross, Lorraine
Moving from I to Us: The Power of Action Research To Improve Students' Writing Performance.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (82nd, Seattle, WA, April 10-14, 2001). This study was conducted at A. D. Henderson School through a Professional Development School Partnership between Florida Atlantic University/A.D. Henderson University School and the School Districts of Martin, Palm Beach, and St. Lucie Counties, Florida.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; Middle Schools; Program Descriptions; *Writing Across the Curriculum; *Writing Improvement; *Writing Instruction; Writing Research

Project WATCH! (Writing Across the Curriculum Hawks!) was the 1999-2000 schoolwide action research project at the A.D. Henderson University School grades K-8. The study question, "How can teachers build schoolwide capacity to support improved student writing across the curriculum?", examined whole-school collaboration where all teachers understand and are able to support the writing curriculum. The study was conducted through several phases: (1) the overall design of the project action plan; (2) implementation of three action research study groups who collaboratively supported the writing curriculum through actions and activities; (3) professional development to support teachers in changing instructional practices; (4) support data-driven decisions through the collection and analysis of data; and (5) coordinate the findings of the study and implement new actions to support schoolwide high-level writing performance. Data were gathered using four major evaluation measures: Pre/Post Writing Support Questions, Pre/Post Writing Assessment, Implementation logs recording FCAT Writes! Poster and Proofreading Marks Guide Use; teacher observations and reflections, the Florida Comprehension Assessment Test administered to fourth and eighth grade students, and observations and reflections by the FAU liaison and on-site coordinator. Teacher's findings indicate a general improvement in writing performance of students in kindergarten through eighth grade. Exemplary teaching practices included increased vocabulary development, use of the FCAT Writes! rubrics for modeling and/or grading, definitions of the types of writing, focus on the 5 paragraph essay format, ongoing review of reporting on suicide are examined and, using media framing theory as a departure point, selected media coverage is assessed. The paper illustrates how the examination of media representations of suicide can inform the public policy debate. Contains 67 references and 2 notes. (Author/RS)

ED 452 574   CS 510 554

Hubbert, Kimberly N.
Small Group Communication and Service Learning.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Western States Communication Association (72nd, Coeur d'Alene, ID, February 23-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; Classroom Techniques; Higher Education; Instructional Innovation; *Service Learning; Student Educational Objectives; *Student Projects; Student Volunteers
IDENTIFIERS- *Small Group Communication

Not only is service learning a buzz word in the academy, but it is also a phenomenon discussed by those in private and non-academic public arenas. In the Spring 2000 semester a small-group communication class educator implemented the idea of her students completing a semester-long service learning project. This paper details the steps the educator took to ensure the project's success, including the execution of the project and the end results. The paper outlines the following: assignment objectives; pre-assignment planning; the assignment (in three phases); post-experience; and reflection. It also contains the assignment, a verification log, and a grading rubric. (NKA)

ED 452 575   CS 510 555

Bennett, Milton J., Ed.
Basic Concepts of Intercultural Communication: Selected Readings.
PUB DATE- 98
NOTE- 279p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; *Cultural Differences; *Cultural Pluralism; *Intercultural Communication; Language Role; Multicultural Education; *Theory Practice Relationship
IDENTIFIERS- Communication Styles; Conceptual Approach; Cultural Adjustment

This collection of articles, with a developmental learning focus, explores the core building blocks of intercultural communication. The articles in the collection represent the theory-into-practice school of intercultural communication. The collection's goal is to present basic concepts from a variety of perspectives which, when taken together, explicate the practical aspects of intercultural relations and present a compelling case for improving intercultural communication skills through education and training. Following a preface and an introduction, "Intercultural Communication: A Current

Hawaii Opinion Poll on Public Education (HOPE), 1998.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Practices; *Educational Quality; Elementary Secondary Education; Majority Attitudes; *Parent Attitudes; Parent School Relationship; *Public Opinion; *Public Schools; *Public Support; School Community Relationship; Surveys; *Trend Analysis
IDENTIFIERS- *Hawaii; Hawaii State Department of Education

The 1998 Hawaii Opinion Poll on Public Education is the fifth to report the public's perceptions of public schools. Three questions included in every report since 1990 ask respondents to grade Hawaii's public schools, whether schools are improving or deteriorating, and to identify the school system's biggest problems. Responses of two subgroups, those with children in public schools and those without school-age children, were compared to those of the overall sample population in this study and to the Phi Delta Kappa/Gallup national poll of attitudes about public schools. As in past years, respondents in both polls viewed schools attended by their children most favorably, national respondents viewed their local schools more favorably than the nation's schools as a whole, and Hawaiian respondents viewed the nation's school more favorably than their own, in sharp contrast to national-level data. A substantial plurality (43%) believes school quality is about the same as five years ago. Compared to five years ago, non-parents think schools are improving while parents with children in public schools believe quality is declining. The two groups now have roughly similar views regarding overall quality. The biggest problems identified by Hawaiians are funding, overcrowding, poor curriculum, poor c lass management, and a lack of supplies. (Includes appendices detailing study methodology, results, and sampling error.) (TEJ)

ED 452 593 EA 030 966

Cromey, Allison
Using Student Assessment Data: What Can We Learn from Schools? Policy Issues, Issue 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Case Studies; Data Analysis; *Data Collection; *Data Interpretation; *Educational Assessment; Educational Research; Elementary Secondary Education; Evaluation; Evaluation Criteria; *Evaluation Methods; *Evaluation Utilization; Program Evaluation; Research Methodology; *Research Utilization
IDENTIFIERS- North Central Regional Educational Laboratory

Data from nine Michigan elementary, middle, and high schools highlight the challenges and common strategies found in the use of student assessment data to meet public demands for accountability. The information gathered from assessment tools varies by frequency and type. Educators have, historically, underutilized data to guide practice because teachers typically

Taher, Bonnie; Durr, Pamela
Receta para el Exito. Una Guia Actualizada para Padres sobre el Mejoramiento de las Escuelas de Colorado y Logros Estudiantiles (Recipe for Success: An Updated Parents' Guide to Improving Colorado Schools and Student Achievement).
PUB DATE- 99
NOTE- 17p.; For the English version, See ED 436 022.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Educational Improvement; Elementary Secondary Education; Learning Strategies; *Parent Materials; *Parent Participation; Parent School Relationship
IDENTIFIERS- Colorado

This Spanish language guide describes ways that parents can help improve student achievement and school quality. It answers such questions as: how to choose the right early-education opportunity for a preschooler; how to make sure a 5-year-old is ready for school; how to help a daughter do well in school; how to work with a daughter's or son's teachers; how to help a preteen develop strong values and character; how to help a teenager resist negative peer pressure; and how to be a strong role model for children. The guide discusses the need for parents to be engaged in their children's education and suggests four key roles for parents: create a home environment that promotes learning; provide extra services and support to students; work to make the system more responsive to all families; and serve on school committees and actively participate in efforts to improve school quality. The text also provides tips for helping children to become readers, grouping these suggestions by the age of the children. It discusses ways to motivate children to learn mathematics, such as using math to solve everyday problems, and offers suggestions for making schools safe so that all children can learn in a nonthreatening culture. (RJM)

ED 452 613 EA 031 030

McCreight, Carolyn
Solutions to Securing Qualified Principals.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Administrator Role; Elementary Secondary Education; Higher Education; Labor Market; Meta Analysis; *Occupational Information; Occupational Mobility; *Principals; Professional Development; Public Schools; *Quality of Working Life; *Recruitment; School Districts
IDENTIFIERS- *Administrator Supply and Demand; *Principal Shortage

There are about 80,000 public school principals in the United States today. The Bureau of Labor Statistics estimates a 10 percent employment increase in educational administration jobs between now and 2008. Numerous articles and studies written on the principal shortage conclude that qualified, experienced principals are getting harder to find, regardless of district quality, pay incentives, location, or size. Nearly 50 percent of the U.S. school districts report having difficulty attracting applicants to fill positions. The turnover rate for principals is in the 40 percent range. High turnover rates

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; Check Lists; College Preparation; Disabilities; Educational Legislation; *Educational Planning; *Employment; Federal Legislation; *Health Services; Parent Child Relationship; Parent Education; Parent Participation; *Recreational Activities; Resources; Secondary Education; Self Advocacy; Self Determination; *Special Health Problems; Student Rights; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans; Massachusetts

Designed for Massachusetts parents and adolescents with special health needs, this booklet provides information on the transition to adulthood. It covers four major areas of adulthood: health care, education, employment, and recreation. It includes: (1) a family fact sheet on health care transition that explains important issues and lists practical steps that should be addressed in adolescence; (2) information for adolescents on becoming their own health care advocates; (3) tips for creating an effective educational transition plan; (4) information for adolescents on taking charge of their education; (5) suggestions for planning for employment; (6) information for adolescents on preparing for a job; (7) tips for creating rewarding recreational experiences; (8) information for adolescents on making friends, enjoying recreation in their community, and having fun at home; (9) Internet resources on transition; (10) suggestions for communicating with doctors and other health care providers; (11) a checklist for planning for education after high school; (12) potential consultants to the transition team; (13) agency resources relating to transition planning; (14) Massachusetts state resources; (15) information on Social Security Income work incentives; (16) a checklist for planning for employment; and (17) a summary of the laws related to adolescent transition. (Contains 31 references.) (CR)

ED 452 633   EC 308 390

Porter, Stephanie; Freeman, Linda; Griffin, Lynne Reeves
Transition Planning for Adolescents with Special Health Care Needs and Disabilities: A Guide for Health Care Providers.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 00
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; College Preparation; *Disabilities; Educational Legislation; Employment; Federal Legislation; *Health Services; Medical Services; Parent Education; *Physician Patient Relationship; Physicians; Recreational Activities; Secondary Education; Self Advocacy; Self Determination; *Special Health Problems; Student Rights; *Transitional Programs
IDENTIFIERS- Massachusetts

Designed for Massachusetts health care providers, this booklet provides information on transition planning for adolescents

IDENTIFIERS- *Curriculum Differentiation; Kentucky

This paper discusses three schools that have started a program designed to include at-risk students in gifted and talented programming by promoting systemic changes in student identification for gifted and talented classes and differentiated instruction in the regular classroom setting. The study conducted teaching observations and analyzed surveys of students, parents, and 21 teachers in three middle schools in three Kentucky school districts to determine whether a combination of sustained school-wide professional development and in-depth training of a smaller cadre of teachers is an effective model for effecting changes in teacher behavior. The school-wide professional development program was found to be effective in providing "awareness" level instruction to teachers and sensitizing them to the needs of disadvantaged gifted students. However, the on-going training provided to a cadre of teachers seeking gifted education teaching certification was found to be key to systemic change at each of the three schools. Teachers in the buildings turned to the cadre of teachers to help them implement the practices they had learned in the professional development and to help them problem-solve when the practices did not work smoothly. (Contains 44 references.) (Author/CR)

ED 452 652 EC 308 410

Robinson, Ann
Connecting the Curriculum for Excellence: English Vertical Teams.
PUB DATE- 00
NOTE- 13p.; Paper presented at the National Curriculum Network Conference, College of William and Mary (Williamsburg, VA, March 6-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Advanced Placement Programs; *Curriculum Design; *English Curriculum; English Instruction; English Literature; Gifted Disadvantaged; High Schools; Middle Schools; *Teacher Collaboration; *Teamwork

This paper discussed using vertical teaming as a way to organize multi-year curriculum planning for academically talented adolescents. Vertical teams include educators from different grade levels in a given discipline who work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills necessary for success in the Advanced Placement Program. In such a team, the benchmark used to align the curriculum is the Advanced Placement examination which anchors the student outcome expectation. The purpose the AP Vertical Team is to include students who might not otherwise participate in the Advanced Placement program, including students of color or students from low-income homes. The second purpose of the team organization is to develop appropriate curriculum for each grade level. Curriculum examples are provided to illustrate the use of vertical teams in English literature. The teams are highlighted to illustrate that teachers who work together toward a common goal use locally developed strategies to facilitate their curriculum planning and that teachers at each grade level in the team can make a contribution to the advanced student's understanding and

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Administrative Organization; *Agency Cooperation; *Agency Role; Cooperative Planning; Coordination; *Disabilities; Early Childhood Education; *Early Intervention; Financial Support; Parent Participation; Preschool Education; Special Education; Technical Assistance
IDENTIFIERS- California; Illinois; *Individuals with Disabilities Education Act Part H; *Interagency Coordinating Council; Maryland; Missouri; North Carolina; Ohio; Pennsylvania; Virginia; Wisconsin

The Individuals with Disabilities Education Act (IDEA) requires that each state participating in the federal early intervention program establish a state interagency coordinating council (SICC) to assist and advise the state lead agencies in achieving a coordinated service delivery system. Some states have also established local interagency coordinating councils (LICCs) to support and provide information to the SICCs. This document was compiled to assist additional states and communities in developing local interagency coordinating councils (LICCs). It consists of information gathered from California, Illinois, Maryland, Missouri, North Carolina, Ohio, Pennsylvania, Virginia, and Wisconsin about their LICCs' organizational structure, roles and functions, funding and accountability, and technical assistance and support. Contact information for each state and lists of available documents are included. (SG)

ED 452 672   EC 308 518

Shackelford, Jo, Ed.
State ICC Overview: Policies, Programs, and Practices of State Interagency Coordinating Councils under the Individuals with Disabilities Education Act.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 51p.; Developed for the Council of ICC Chairs.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Organization; *Agency Cooperation; Agency Role; Coordination; *Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; Federal Legislation; Federal Regulation; *Parent Participation; Parent Role; Preschool Education; Public Policy; Questionnaires; Special Education; State Programs; Surveys
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Individuals with Disabilities Education Act Part C; *Interagency Coordinating Council

This document presents general information about State Interagency Coordinating Councils (SICCs) which participate in the Early Intervention Program for Infants and Toddlers with Disabilities (formerly Part H Program, now Part C) under the Individuals with Disabilities Education Act (IDEA). The information was gathered from questionnaires returned from 42 out of 57 states and jurisdictions. It reports on topics such as: each SICC's composition and membership; parent roles and participation; strategies for outreach to underserved populations; structure and organization; roles and functions; and SICC documents available to share with other SICCs. Each section contains a summary of respondents' comments. Also

NOTE- 164p.; Learning Resources Distributing Centre, 12360-142e Rue, Edmonton, Alberta T5L 2X9 Canada. Tel: 780-427-2767; Web site: http://ednet.edc.gov.ab.ca/lrdc.
LANGUAGE- French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Drama; Evaluation Methods; Foreign Countries; *French; Grade 11; Guidelines; High Schools; *Lesson Plans; Literature; *Native Language Instruction; Reading Processes; Student Evaluation; *Writing (Composition); Writing Processes
IDENTIFIERS- *Alberta

Aligned with its 1998 standards for first- and second-language learning, Alberta Learning has published lesson plans that aim for a closer relationship between learning and evaluation. Each volume in this series presents a specific task for students that involves planning, carrying out, and evaluating their work. The task for eleventh grade students who are native speakers of French is to compose a text on the condition of youth today. The guidebook has four parts: a Teacher's Guide, Student Materials, Examples of Student Work, and Pedagogic Notes. The Teacher's Guide introduces the objectives for the project in terms of the research and writing process and the content of the lesson, specific guidelines for introducing and directing the writing process, and grading criteria. The Student Materials include directions for the project and background texts, as well as pages for note-taking, organization, revision, and evaluation. The third section presents examples of students' notes and essays followed by an evaluation of the writing sample and the grade it would receive. Finally, the Pedagogic Notes include goals and principles for the teacher to keep in mind throughout the project, and notes on how to evaluate the students' reading and writing process using the Examples of Student Work. (JSS)

ED 452 696 FL 026 649

Zoreda, Margaret Lee
Encuentros esteticos deweyanos con la cultura popular anglofona en la ensenanza de ingles como lengua extranjera (EILE). Working Paper (Deweyan Aesthetic Encounters with Anglophone Popular Culture in the Teaching of English as a Foreign Language. Working Paper).
PUB DATE- 01
NOTE- 36p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Cultural Awareness; *English (Second Language); Philosophy; *Popular Culture; Second Language Instruction; Second Language Learning
IDENTIFIERS- *English Speaking

This paper discusses how the introduction of Anglophone popular culture in the English-as-a-foreign-language class can serve to foster critical aesthetic experiences. It is argued that the popular culture of the hegemonic Anglophone countries is already part of students' lives and for that reason should be included in any critical Anglophone studies curriculum. Contemporary theories of popular culture, literary criticism, and foreign language pedagogy are reviewed and a dialogue is established between these perspectives and Deweyan philosophy. The study of popular culture offer students opportunities for critical reflection, while allowing them to exercise their

ED 452 717 FL 026 690

Walker, Alastair, Comp.
North Frisian: The North Frisian Language in Education in Germany. Regional Dossiers Series.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 97
NOTE- 28p.; For other documents in the series, see FL 026 686-89 and FL 026 691-94.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Maintenance; Danish; Educational Policy; Ethnic Groups; Foreign Countries; German; *Heritage Education; *Language Maintenance; Language Minorities; *Language Planning; National Programs; *Native Language Instruction; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- European Union; *Frisian; Germany

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union--the northwestern part of the German state of Schleswig-Holstein. Details are provided about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is North Frisian, spoken in the rural German district of North Frisia (Kreis Nordfriesland), on the west coast just south of the Danish border. The language consists of none main dialects. It is an independent West Germanic language, but is it heavily influenced by Low German and Danish. (Contains 19 references.) (KFT)

ED 452 718 FL 026 691

Berthoumieux, Michel; Willemsma, Adalgard
Occitan: The Occitan Language in Education in France. Regional Dossiers Series.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 97
NOTE- 32p.; Prepared with assistance from S. Dupuy, P. Sarpoulet, M. Stenta, C. Remund, S. Arneodo, and A. Cazes. For other documents in the series, see FL 026 686-90 and FL 026 692-94.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Maintenance; Educational Policy; Ethnic Groups; Foreign Countries; French; *Heritage Education; *Language Maintenance; Language Minorities; *Language Planning; National Programs; *Native Language Instruction; Official

complementary, and active involvement and feedback. (Contains 15 references.) (KFT)

ED 452 738   FL 026 711

McCarthy, Ciaran
Learner Training for Learner Autonomy on Summer Language Courses.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Personal Autonomy; *Professional Autonomy; Second Language Instruction; Second Language Learning; *Summer Programs; Teaching Methods
IDENTIFIERS- Ireland

This paper briefly introduces the reader to the notions of learner training and learner autonomy. It makes practical suggestions as to how training might be woven into the typical short summer language program, in the hope that it might improve the students' effectiveness during and after the course. It is argued that this can be done in three ways: by giving explicit instructions to the learners; by allowing the learners to follow their ideas through in the classroom, by providing opportunities outside the classroom. Training is appropriate in most any situation, because it gives the learner the tools to learn the language more effectively. These same tools can be used effectively by the autonomous learner. Autonomy is quite possible without training, and training by itself does not entail autonomy. Learner training in certain area can broaden the horizons of the learners and may empower them to become autonomous in some or all aspects of language learning. In becoming actively involved in the process of learning, students may set their own objectives, and by working independently of the teacher both inside and outside the classroom and in selecting and using the strategies best suited to the occasion, they may realize a sense of autonomy, and this process will have been worthwhile. (Contains 8 references.) (KFT)

ED 452 739   FL 026 713

Howard, Elizabeth R.; Sugarman, Julie
Two-Way Immersion Programs: Features and Statistics. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Work conducted by the Center for Research on Education, Diversity & Excellence.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Databases; *Directories; *English (Second Language); *Immersion Programs; Second Language Instruction; Second Language Learning; *Student Characteristics; Teaching Methods
IDENTIFIERS- ERIC Digests; *Two Way Bilingual Education; United States

Since 1991, the Center for Applied Linguistics has monitored the growth of two-way immersion (TWI) programs in the United States. This information is published online in the Directory of Two-Way Immersion Programs in the United States (2000), cites to selected law journal articles, books, web sites, and other new resources. It is organized to parallel LHE 3d, with cross-references to parallel sections of SA. The nine chapters are: (1) "Overview of Postsecondary Education Law"; (2) "The College and Trustees, Administrators, and Staff"; (3) "The College and the Faculty"; (4) "The College and the Students"; (5) "The College and the Community"; (6) "The College and the State Government"; (7) "The College and the Federal Government"; (8) "The College and Educational Associations"; and (9) "The College and the Business/Industrial Community." A case index and statute index are provided. (SM)

ED 452 759   HE 033 974

Designs for Excellence: Handbook for Institutional Self-Study. Seventh Edition.
PUB DATE- 00
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Distance Education; Evaluation Methods; Higher Education; *Institutional Evaluation; Nontraditional Education; Peer Evaluation; Planning; *Self Evaluation (Groups)

This self-study handbook focuses on: (1) "Self-Study and Peer Review" (including the role of "Characteristics of Excellence in Higher Education," the Middle States Commission on Higher Education's statement of standards for accreditation); (2) "Models and Approaches to Self-Study" (the comprehensive model, the comprehensive with special emphasis model, the selected topics model, and the alternative self-study model); (3) "Planning and Organizing for Self-Study" (the self-study environment, early planning for self-study, the steering committee, planning questions, and contacts with Commission staff); (4) "Linking the Design and Self-Study to Commission Standards and External Requirements" (the starting point; students; faculty; administration and staff; governing board; the educational program; library and learning resources; financial resources, facilities, equipment, and other resources; catalogs, publications, and promotional materials; and other external requirements); (5) "Preparing and Submitting the Design" (elements of a self-study design and submitting the design); and (6) "Off-Campus Sites, Distance Learning, and Other Alternative Offerings" (branch campuses, additional locations, other instructional sites, distance education programs, study abroad, and non-degree programs). (SM)

ED 452 760   HE 033 975

Report on Progress toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education, 2001.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Degrees (Academic); Educational Attainment; Educational Finance; *Educational Policy; *Educational Quality; Enrollment; Graduation; *Higher

Comparison with a Focus on Importance of Governance Structure" (concluding remarks, Akira Arimoto). Each paper contains references. (Contains 20 tables and 44 figures.) (SLD)

ED 452 780 HE 033 999

Illinois Higher Education Annual Report, May 2001.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Graduates; *College Preparation; *Enrollment; *Higher Education; Majors (Students); Paying for College; *State Programs
IDENTIFIERS- *Illinois

This report presents information about the state of higher education in Illinois. Higher education entered the year 2000 with a full agenda and ended it as the top-rated system of higher education in a new national report card, "Measuring Up 2000" (National Center for Public Policy and Higher Education). Illinois received "A's in three of the six categories covered by the report: preparation for college, participation in college, and affordability." College completion rates warranted only a C , and benefits derived by the state from higher education received a B-. Illinois was granted an incomplete in student learning because of a lack of comparable data to evaluate states. In 2000, Illinois was guided in its efforts to improve higher education by eight goals that paralleled the categories of performance of the national report card. This report also contains a profile of the Illinois Board of Higher Education and its "Illinois Commitment: Partnerships, Opportunities, and Excellence," a strategic plan to guide colleges and universities for the next century. A profile of higher education as a whole in Illinois shows that fall 2000 enrollments totaled 739,143 at public and private universities and colleges, a 0.6% increase over 1999. Most of the degrees awarded were bachelor's degrees, and the top major was business/management, followed by education. Information is also provided about educational finance and teacher salaries in Illinois. Charts contain brief profiles of the public universities, community colleges, urban community colleges (Chicago area), independent colleges and universities, and urban independent colleges and universities (Chicago area). (SLD)

ED 452 781 HE 034 000

State Higher Education Appropriations, 1997-98.
PUB DATE- 98
NOTE- 66p.; Microcomputer disks of the appropriations data are available from: Center for Higher Education, 5900 EAF, Illinois State University, Normal, IL 61761 ($25, prepayment preferred). Data in tabular form for each fiscal year since FY 1977 in LOTUS 1-2-3, Release 2.01.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Financial Support; *Higher Education; Resource Allocation; *State Aid; State Legislation; State Programs

This report contains data on state funding for higher education population is a daunting task. Information technology (IT) organizations must contribute to the teaching and learning mission, while supporting complex and visible administrative operations. All universities and colleges face unprecedented challenges in providing effective computing support and training to their communities. The University of Virginia and the College of William and Mary are successfully confronting these challenges, but in a different manner. This paper describes the two distinct models and examines the role training has played in the overall effectiveness of each program. It explores the strengths each model brings to providing support and the challenges each faces to enhance communication and promote the exchange of knowledge. The paper concludes with several case study scenarios including: database conversion; rollout of Windows 2000; student with a bad disk; and faculty member wants to use PowerPoint. Each case study is followed by a discussion of each program's likely responses to common constituent needs. (AEF)

ED 452 801 IR 020 609

Alway, Mark; Lewis, Tom; Macklin, Scott
A Catalyst for Collaboration: Supporting Technology in Teaching through Partnerships.
PUB DATE- 00
NOTE- 14p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Cooperative Programs; Higher Education; Innovation; Instructional Design; *Partnerships in Education; Teaching Methods; World Wide Web
IDENTIFIERS- University of Washington

The Web-based Catalyst Initiative was created at the University of Washington (UW) to support innovation in teaching through technology. The approach utilizes participatory design techniques in the development of next generation technologies in order to scale beyond early to second wave adopters. Catalyst is the product of a support strategy that has centered on collaborative partnerships with campus teaching practitioners--learning, technology, and teaching research centers, libraries, and departments--to leverage resources and spread promising practices throughout the University. The strategy behind the Catalyst Initiative assumes no finality. Through its origins in partnerships and near constant collaboration, the Catalyst Initiative is and will continue to be a work-in-progress to reach UW's "wary adopters." This paper discusses the origins and work process behind the Catalyst Initiative, emphasizing elements of the support strategy that obtain beyond UW. (AEF)

ED 452 802 IR 020 610

Kelley, Kimberly B.
Courseware Development for Distance Education: Issues and Policy Models for Faculty Ownership.
PUB DATE- 00
NOTE- 18p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13,

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; Computer Uses in Education; Educational Technology; Evaluation Methods; Learner Controlled Instruction; *Multimedia Materials; *Observation; *Program Evaluation; *Student Evaluation; *Student Projects

This paper describes how researchers at SRI International's Center for Technology and Learning designed and used an observation tool as part of its evaluation of a local Technology Innovation Challenge Grant program called Challenge 2000: Multimedia Project. The paper aims to present both the process and the tool that researchers, program designers, and teacher-researchers might adapt to similar programs and initiatives. Methods are discussed for observing changes in classroom processes in project-based classrooms using multimedia technology. The design of the observation tool is discussed and findings are presented about the differences in classroom processes between Multimedia Project classrooms and comparison classrooms. Findings indicated that Multimedia Project classrooms were more likely to be learner-centered and to engage students in long-term, complex assignments. Overall, the results suggest that the project is meeting its objective of transforming classroom processes so that they become more student-centered, especially while students are engaged in project-based learning using multimedia. (Contains 21 references.) (AEF)

ED 452 821 IR 020 658

Goldman, Shelley; Cole, Karen; Syer, Christina
The Technology/Content Dilemma.
PUB DATE- 99
NOTE- 12p.; In: The Secretary's Conference on Educational Technology, 1999: Evaluating the Effectiveness of Technology. Proceedings (Washington, D.C., July 12-13, 1999); see IR 020 654.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Attitudes; Computer Literacy; *Computer Uses in Education; Curriculum Development; Educational Development; *Educational Technology; Elementary Secondary Education; *Teacher Attitudes; Teaching Methods; *Technology Integration

Even in schools where there is a strong push to adopt and use technologies, the road to content fulfillment is a long one. The technology learning curve tends to eclipse content learning temporarily--both students and teachers seem to orient to technology until they become comfortable. This dilemma has important implications for teachers' willingness to adopt technology. Content learning does emerge and is very rich once the technology recedes as the focus of activities in the classroom. However, content integration takes time, software glitches and poor student work habits can cause huge delays, and the "flash over substance" phenomenon regularly occurs as students and teachers alike are excited by the presentation capabilities of the new media. Throughout the technology adoption process, teachers tend to worry about content, feel accountable for it, and notice when it is missing. Teachers response to this key dilemma in the technology adoption process in at least three ways: diminishing or stopping technology use temporarily to make sure students accomplish content; sticking to one technology or using only the technology capabilities

NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Learning; Andragogy; Career Development; Cost Effectiveness; Decision Making; Economic Research; Educational Research; Educational Strategies; Expectation; Individual Needs; *Industrial Training; Instructional Development; *Job Training; *Labor Force Development; Learning Processes; *Learning Theories; Literature Reviews; Models; Organizational Climate; *Organizational Development; Postsecondary Education; Reinforcement; Socialization; Strategic Planning; Theory Practice Relationship; *Training Methods; Training Objectives; Vocational Education
IDENTIFIERS- Goal Setting; Herzberg (Frederick); Maslow (Abraham)

The Strategic Training of Employees Model (STEM) is a comprehensive training framework that balances the need for training against the constraints existing within organizations. The STEM is based on advances in economic and educational research. The following are among the theories that lay at the STEM's foundation: reinforcement theory; social learning theory; goal-setting theory; need theories (including those of Maslow, Alderfer, Herzberg, and McClelland); expectancy theory; and adult learning theory (andragogy). The STEM links employee training with the organization's strategic objectives through analyzing the macro-organizational and micro-organizational levels of training. The macro-organizational training level begins by incorporating one or more of the following categories of business strategies (as determined by senior management) into the training process: concentration, internal growth, external growth, and disinvestment. A task analysis is then conducted to evaluate which jobs, tasks, and abilities are needed to accomplish the strategies. Next, the focus shifts to the micro-organizational level, at which point the target audience and content of training are identified. The following items (termed the four P's) provide a framework determining target audience and content: place (location factors); product (content of the training program); promotion (communicating information about training programs); and price (cost considerations). The final stage of the model consists of implementation, feedback, and evaluation. (Contains 29 references.) (MN)

ED 452 350 CE 081 508

Johnson, Steven; Winterton, Jonathan
Management Skills. Skills Task Force Research Paper 3.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Business Administration; *Business Education; Competency Based Education; Curriculum Development; Economic Climate; Economic Research; Educational Environment; *Educational Needs; Educational Policy; Educational Research; Employment Patterns; Employment Projections; *Employment Qualifications; Energy Management; Entry Workers; Evaluation Criteria; Foreign Countries; Information Management; *Job Skills; Labor Needs; Literature Reviews; *Management Development; *Managerial Occupations; Money Management; National Curriculum; National Standards; Needs Assessment; Performance Based Assessment; Performance

PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Attitude Change; *Career Education; Change Strategies; Community Colleges; Computer Attitudes; *Education Work Relationship; Educational Change; Educational Environment; Educational Policy; Educational Technology; Elementary Secondary Education; Employed Women; Employment Patterns; Equal Education; Information Needs; Job Training; Leadership; Literature Reviews; *Minority Groups; Needs Assessment; *Nontraditional Occupations; Recruitment; Role Models; Sex Fairness; *Technical Occupations; Technological Advancement; Trend Analysis; Two Year Colleges; Vocational Education; *Womens Education
IDENTIFIERS- ERIC Digests

Women and minorities are underrepresented in technology-related careers for many reasons, including lack of access, level of math and science achievement, and emotional and social attitudes about computer capabilities. Schools and teachers can use the following strategies to attract women and minorities to high-tech careers and prepare them for work: (1) connect technology to female and minority students' interests; (2) work to change social attitudes; (3) involve business in developing the skills needed for high-tech occupations; and (4) provide career information. Collaborative and cooperative learning environments are additional effective teaching strategies for technology learning because they promote learning through social interaction with others. Additional strategies for increasing female and minority students' interest in technology are to introduce technology in the middle grades and provide mentors and role models. Schools can facilitate gender equity and leadership development by employing the following policies: (1) select software free of gender and ethnic bias; (2) ensure that computer laboratories are accessible to each gender, ethnic group, and income level, as well as to students with disabilities; (3) encourage the incorporation of technology strategies within all sectors of the curriculum; (4) provide staff training in technology; and (5) periodically review and revise equity policies as necessary. (Contains 15 references.) (MN)

ED 452 368   CE 081 629

Wonacott, Michael E.
Implications of Distance Education for CTE. ERIC Digest No. 227.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; Accreditation (Institutions); Communications; Community Colleges; Computer Uses in Education; Copyrights; *Delivery Systems; *Distance Education; *Educational Attitudes; Educational Change; Educational Finance; *Educational Practices; Educational Technology; *Educational Trends; Faculty Development; Information

Martin, Habibur Rahman) positions adult literacy in the process of collective struggles against inequality and injustice in Bangladesh. "Speaking as Equals to Professionals" (Catherine Jamieson) looks at a small-scale practical attempt to equalize power relationships by working in partnership with service users to develop literacies that value difference. "Empowering Literacy Learners and Teachers" (Fiona Frank) discusses the right of access to knowledge, including the infrastructure and use of communication technology. "Using Scots Literacy in Family Literacy Work" (Alan F.P. Addison) situates literacy in a discourse of cultural politics and how adult learners are positioned negatively by this. "Challenges to Sharing Power in Adult Literacy Programs" (Mary Norton) addresses developing more democratic interpersonal encounters. "Multiple Literacies in Practice" (Sue Gardener, Ann Janssen) shows how bilingual communities in east London are positioned in public policy as having language problems rather than being language resources. Papers contain references. (YLB)

ED 452 384   CE 081 652

McGivney, Veronica
Recovering Outreach: Concepts, Issues and Practices.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 00
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adult Education; Agency Cooperation; *Community Involvement; *Community Needs; Cooperative Planning; Coordination; *Cost Effectiveness; Developed Nations; *Disadvantaged; Educational Administration; *Educational Finance; Educational Research; Evaluation Methods; Foreign Countries; Higher Education; Library Services; Lifelong Learning; Needs Assessment; *Outreach Programs; Partnerships in Education; Postsecondary Education; Program Costs; Program Evaluation; Staff Development; Volunteers
IDENTIFIERS- Return on Investment; *United Kingdom

This report presents results of a study in the United Kingdom to explore different understandings of outreach, its role in widening participation among people underrepresented in organized education, implications of doing outreach, and practical and ethical considerations involved. Chapter 1 addresses origins and meanings of outreach, including definitions, negative connotations, reasons for doing outreach, and outreach and disadvantaged communities. Chapter 2 identifies models of outreach approaches used in different education sectors. It outlines examples in further and higher education; local authorities; voluntary organizations; and public services. Chapter 3 focuses on implications of doing outreach, including its association with the concept of disadvantage, targeting, networking with other agencies, interagency partnerships, identifying community needs, responding to identified needs, changing institutional practice, and outreach settings. Chapter 4 examines skills staff need and these related issues: making the right contacts, working with community gatekeepers, staff recruitment, professional standing and status, staff development, and training local people. Chapter 5, on funding outreach, discusses investment of time, post-funding sustainability, and capacity-building. Chapter 6, on returns on investment, resources but also corruption, including China and Egypt, among others); (5) eMaybes (small population countries with good infrastructure and available human resources and that are considered trustworthy); (6) eLosers (countries, composing as much as 28 percent of the world's population, that have neither the infrastructure or human resources to benefit from eWork). (Two appendixes list employees in information technology occupations by countries and regions in 1999 and contents of the e-indicator database produced during the EMERGENCE project). (CL/KC)

ED 452 401   CE 081 679

Brown, Amy
Beyond Work First: How To Help Hard-To-Employ Individuals Get Jobs and Succeed in the Workforce. A How-To Guide. ReWORKing Welfare: Technical Assistance for States and Localities.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 01
NOTE- 137p.; Volume 8 in a series of "How-to" guides from the ReWORKing Welfare project. Additional project funders are the California Wellness, Ewing Marion Kauffman (through the Local Investment Commission of Greater Kansas City, MO), Ford, George Gund, and James Irvine Foundations, and the Welfare Information Network, as well as Commonwealth of Kentucky, County of Cuyahoga, OH, and the states of Oregon, Washington, and West Virginia. Dissemination was also funded by the Ambrose Monell, Alcoa, Grable, Anheuser-Busch, New York Times Company, Heinz Family and Union Carbide Foundations, and the Open Society Institute.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adjustment (to Environment); Agency Cooperation; Basic Skills; Career Counseling; Career Development; Chronic Illness; Client Characteristics (Human Services); Cooperative Planning; Coordination; *Counseling Techniques; Counselor Client Relationship; Criminals; Delivery Systems; *Employment Problems; Employment Programs; *Employment Services; Family Violence; Guidelines; *Job Placement; Learning Disabilities; Limited English Speaking; Mental Disorders; Models; Participant Characteristics; Physical Disabilities; Policy Formation; Program Development; Program Implementation; Public Policy; Social Science Research; Staff Development; State Programs; Substance Abuse; Success; Theory Practice Rela *Welfare to Work Programs
IDENTIFIERS- *Welfare to Work Programs

This guide distills lessons from an extensive body of research into practical advice for policymakers and practitioners concerned with helping hard-to-employ individuals find jobs and succeed in the work force. Part 1 examines the following topics: characteristics of the hard-to-employ; the prevalence of various barriers to employment; and the effectiveness of past welfare-to-work efforts for hard-to-employ individuals. Part 2 explores the following aspects of policy and design: implications for state and local policy; techniques for identifying and assessing barriers; staff development and interagency partnerships; program models; and best practices. Part 3 consists of six sections that are each devoted to one of

Truth: Women of Color and the National Women's Studies Association: Critical Ethnographic Analysis" (Garth); "Where Do They Come from: African-American Nurses Tell Their Stories" (Stevens); "Afrikana Church's Role in Educating Afrikana Adults: Moving from Emotionalism to Activism, Quinn Chapel African Methodist Episcopal Church of Chicago" (Kirkwood); "Impact of Globalization on the South" (Kjellquist-Gutierrez); "Generating Knowledge from the Field: Study of the Clinical Decisions of Social Workers" (Mann); "Analysis of the Moynihan Report: New Look in the New Millennium" (McCoy); "Blacks in the Old West" (Porter); "Relationship Between Poverty and Adult Literacy: Highlights of the Pilot Study of Poor, Urban Single Mothers in Gaborone, Botswana" (Raditloaneng); "Exploring the Woman Superintendent's Career Paths" (Regan); "Who Will Lead: Examination of Black Male Leadership Theory and Development" (Rice-Charleston); "Afritics: Interpreting the Political Style of African American Women as Political Leaders" (Rogers); "Constructing Curriculum in and for Alternative Settings: Designing a Quality Community-Based Art and Entrepreneurship Program Model for Inner City Youth" (Simpson); "Expanding the Small Space: AE as Counter Colonial Force--Rastafari as an Example of the Potential of AE to Support a Large View of Social Reality" (Stanley); "I Think I Can Cognitions" (Stuckey); and "Academic Success of Unmarried African-American Female High School Students Who Are Parenting: Preliminary Analysis" (Stuckey). (YLB)

ED 452 417 CE 081 707

Sork, Thomas J., Ed.; Chapman, Valerie-Lee, Ed.; St. Clair, Ralf, Ed.
AERC 2000: An International Conference. Proceedings of the Annual Adult Education Research Conference (41st, Vancouver, Canada, June 2-4, 2000).
PUB DATE- 00
NOTE- 640p.; For 1997, 1998, and 1999 AERC proceedings, see ED 409 460, ED 426 247, and ED 431 901.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Action Research; *Adult Education; *Adult Learning; Afrocentrism; Basic Skills; *Blacks; Canada Natives; Classroom Techniques; Community Development; Educational Change; Educational Research; Educational Technology; English (Second Language); Females; Feminism; Foreign Countries; Global Approach; Graduate Study; Higher Education; Immigrants; Informal Education; Job Training; Labor Force Development; Latin Americans; Learner Controlled Instruction; *Lifelong Learning; *Literacy Education; Mathematics Education; Nurses; Nursing Education; Older Adults; *Popular Education; Professional Continuing Education; Professional Development; Research and Development;
IDENTIFIERS- udes; Teacher Student Relationship; Teaching Methods; Theory Practice Relationship; Whites; Workplace Literacy

These proceedings contain 102 papers, 32 roundtables, and 5 symposia. Among the papers are "Weathered by Their Experiences" (Aiken); "Politics of Knowledge and Theory Construction in Adult Education (AE)" (Alfred); "Self-Directed Learning as a Political Act" (Andruske); "All Things Bold and Beautiful" (Armstrong); "Violence Against Women" (Baird); "Learning to Unlearn White Supremacist Consciousness" (Barlas et al.); "Ontology at Work" (Beckett, Morris); "Adult Literacy Classroom as a Social System" (Beder et al.); "Action Research on

PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Education; Community Colleges; *Course Content; Curriculum; *Curriculum Development; Definitions; *Educational Needs; *Educational Objectives; *Entrepreneurship; Guidelines; High Schools; Higher Education; Marketing; Research Utilization; Teaching Guides; Two Year Colleges; Universities

Entrepreneurship education is a growing field in university business schools, community colleges, and public schools. According to the literature, business education focuses on running a business whereas entrepreneurship education focuses on the skills needed to conceive of and start up a brand new business venture. The necessary components of entrepreneurship education may be categorized as follows: opportunity recognition; the marshaling and commitment of resources; and the creation of an operating business organization. The following topics have been suggested for inclusion in the entrepreneurship education curriculum: defining entrepreneurship; completing a self-assessment; creating an idea; developing a business plan; running a business; and environmental, political, and international issues. Recommended curricular goals of entrepreneurship education are as follows: (1) learn to develop ideas (learning to research opportunities, researching customer insights, understanding market needs, conducting a self-assessment of personal creativity, conducting a feasibility study, and identifying various business entry strategies); (2) prepare to start a business (by assessing personal resources and finances, researching and evaluating the risks necessary to get started, writing a working business plan, and approaching others for money and resources); and (3) build a viable business (by learning to allocate resources, using various marketing strategies, and managing money and personnel). (MN)

ED 452 431 CE 081 738

Durkop, Brooke R.; Jasek, Debbie; Kuhn, Beverly T.
An Analysis of the Market Potential for Distance Learning Opportunities in Transportation Professional Development.
SPONS. AGENCY- Texas State Department of Transportation, Austin.
PUB DATE- 01
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Distance Education; *Educational Demand; Educational Media; Educational Needs; Employee Attitudes; Employment Qualifications; Engineering Education; Higher Education; Interactive Video; Literature Reviews; Needs Assessment; Online Courses; Online Systems; Optical Data Disks; Professional Continuing Education; *Professional Development; Technical Institutes; *Technology Education; Traffic Circulation; *Traffic Control; *Transportation
IDENTIFIERS- *Market Analysis; Texas A and M University

The feasibility and sustainability of a distance learning program at the Texas Transportation Institute, which is part of the Texas A&M University system, was investigated. A literature dealing with pedagogical and programmatic concerns. A model was designed that emphasized the integration of theory and practice so that school counselors-in-training could understand and articulate a sound rationale for the approaches they utilize. Exit and entrance courses specific to the needs of the school counselor-in-training were used to provide a mechanism for delivery of this curriculum content. (Contains 12 references.) (JDM)

ED 452 449   CG 030 866

Lipelt, Kathy; Bonilla, Carlos A.
Brainworks: Birth to Kindergarten--The Aggression Component. A Question/Answer Workbook.
PUB DATE- 01
NOTE- 40p.; Edited by Candace Righetti. Illustrated by Eric Affleck.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aggression; Child Development; Child Rearing; Crime; Influences; *Interviews; Mass Media Role; Prenatal Drug Exposure; *Preschool Children; Preschool Education; *Violence

This document takes a look at the roots of aggression. Constant exposure to violence in the media along with the drug culture has played a pivotal role in the growth of violence among youth. The poor nurturing of the very young contributes to the problem, and early trauma can inhibit children's concentration, impede learning, hinder attachment, and blunt empathy. These changes predispose children to impulsive violent acts. A question and answer format was adopted for this document in order to provide a direct way to ask difficult questions. Topics addressed include: the reasons to study violence in very young children; the role of discipline in reducing or increasing violence tendencies; the role of pre-school play in preventing aggression and violence; and the role of the media in eliciting aggressive behavior. Key references are included after questions and at the end of the book to provide additional information. (Contains 23 references.) (JDM)

ED 452 450   CG 030 867

Galassi, John P.; Gulledge, Suzanne A.; Cox, Nancy D.
Advisory: Definitions, Descriptions, Decisions, Directions.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advisory Committees; Change Strategies; Cooperation; *Decision Making; Early Adolescents; *Educational Improvement; Faculty Advisers; Middle School Students; *Middle Schools; Program Design

Advisory groups have played an essential role in improving the school climate and conditions for young adolescents in schools. How middle school decision makers go about the process of designing or re-designing an advisory program needs to be considered. A discussion is presented of the background

Likelihood Model.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; *High School Freshmen; *Instructional Effectiveness; Pilot Projects; *Prevention; Secondary Education; *Sex Education; Sexuality; Student Surveys

Ninth grade students (n=298) participated in a study to examine the influence source credibility, message, quality, and personal relevance on HIV prevention message efficacy. A pilot study with adolescent focus groups created the high and low quality messages, as well as the high (HIV) and low (worried parent) credibility sources. Participants appeared to respond low in involvement and as expected, credibility proved important to those exposed to the low quality message. More favorable responses were recorded when participants were exposed to a high quality message. Participants exposed to a low quality message condition produced less counter-attitudinal responses when receiving the low quality message from a highly credible source (i.e., the HIV adolescent). The potential influence of message source credibility as a crucial peripheral cue is discussed in terms of HIV/AIDS prevention. (Contains 30 references.) (JDM)

ED 452 473 CG 030 906

Rauner, Diana Mendley
"They Still Pick Me Up When I Fall": The Role of Caring in Youth Development and Community Life.
PUB DATE- 00
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Change Strategies; Elementary Secondary Education; *Helping Relationship; *Interpersonal Competence; Service Learning; *Social Action; Social Theories; *Young Adults
IDENTIFIERS- *Caring

This book serves as a call to action to anyone who works with young people. It discusses what it means to care for young people at all levels of social interaction: as individuals; in a professional capacity; within an organization; and as a society. It attempts to integrate theories and concepts of those who work with youth. It is intended to mobilize the energy into intentional actions that make sense both in individual contexts and in the context of broad social terms. Following an introduction, Chapter 2 sets forth a definition of caring in practice. Chapter 3 discusses some questions about care in practice and the role of both parties in the caring relationship. Chapter 4 develops a framework by which to consider the development of caring in individuals. It reviews the research on the impact of youth community service in developing skills. Chapter 5 looks at how caring can have an impact and how that impact can be demonstrated. Chapter 6 moves care from an individual level to caring schools and other

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Early Intervention; Grade 1; Instructional Effectiveness; Literature Reviews; Primary Education; *Program Effectiveness; Program Evaluation; *Reading Difficulties; *Reading Instruction; Remedial Reading
IDENTIFIERS- *Reading Recovery Projects; Research Summaries

In Reading Recovery, program-trained teachers provide one-to-one tutoring in 30-minute daily sessions to the lowest 10 to 20% of a first-grade class who have the prerequisite skills for Reading Recovery. Reading Recovery advocates claim that the program brings the lowest performing children up to the average level of their local class by the end of first grade within 60 lessons, or 12 weeks. When students reach this goal they are "discontinued" from the program. Because of Reading Recovery's increasing popularity and its expense, more independent evaluators are raising questions and reviewing the research that is cited to support claims regarding its effectiveness. This paper presents a summary of these reviews and other studies evaluating the impact of Reading Recovery--these findings should be considered in deciding whether to adopt, expand, or terminate Reading Recovery programs. The paper concludes with the following points: (1) the Reading Recovery data reporting system is flawed; (2) the standards for successful completion of Reading Recovery is not equitable; (3) Reading Recovery does not raise overall school achievement levels; (4) far fewer students than claimed actually benefit from Reading Recovery; (5) children who are not expected to be successful are removed from the program and from the calculation of the success rate; (6) Reading Recovery does not reduce the need for other compensatory reading services; and (7) research-based alternative interventions are more effective than Reading Recovery. (Contains 4 figures, a table, and 53 references.) (NKA)

ED 452 495   CS 014 355

Simmons, Julie
Raising the Standard of Boys' Achievement in Literacy. SCRE Spotlights 81.
PUB DATE- 01
NOTE- 6p.; This research project was supported by a SEED/SCRE Practitioner Research Small grant.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Attitude Measures; Foreign Countries; *Literacy; Questionnaires; *Reading Achievement; *Reading Habits; Secondary Education; *Sex Differences; Student Surveys
IDENTIFIERS- *Scotland; Scottish Council for Research in Education

Increasing concerns have been expressed about the differences between the achievements of boys and girls, especially in terms of literacy. This account of an action research project by a teacher-librarian explores the reading habits of a sample of boys and girls in S1 and S2 in a Scottish secondary school, and describes how the findings led to the establishment of an out-of-school support scheme, funded by the New Opportunities Fund, that encouraged boys to read more. Both boys (n=39 S1 boys) and girls (n=39 S1 girls) were asked to complete questionnaires about their habits and reading. The results were encouraging and are summarized. Results of questionnaires administered to S2 boys were similar. (NKA) same developmental trends by grade and reading ability were evident on all three versions of the task. The NC task appears to be a valid quantitative measure of young children's comprehension that is sensitive to developmental changes and adaptable to other books. The authors discuss how narrative comprehension is fundamental to beginning reading and how the NC task may be used for classroom instruction and assessment. (Contains 20 references and 8 tables of data. Appendixes contain an NC task "picture walk"; comprehension questions; scoring rubrics; a description of the Qualitative Reading Inventory--II and the Michigan Literacy Progress Profile.) (RS)

ED 452 516   CS 014 380

Beard, Roger
Using International Research To Develop Literacy Teaching: A Trans-Atlantic Perspective.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the International Reading Association (46th, New Orleans, LA, April 29-May 4, 2001). Paper prepared with and research conducted by John Willcocks.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Comparative Education; Educational Research; Foreign Countries; *Learning Strategies; *Literacy; National Curriculum; *National Standards; Primary Education; Writing Instruction
IDENTIFIERS- *United Kingdom; University of Leeds (England)

This paper explains the government of the United Kingdom's (UK) National Literacy Strategy (NLS), established in 1997 by the incoming UK government to raise standards of literacy in English elementary school over a 5- to 10-year period. The paper summarizes how international research influenced the Strategy; reports on the impact of the NLS on the teaching of early reading in England; and indicates how international research findings may be used further to improve the teaching of writing. It also discusses a project at the University of Leeds (already running when the NLS was implemented) which investigated the teaching of early literacy and what teachers perceived as the most supportive influences in the teaching of early literacy. Contains a figure and 33 references. (NKA)

ED 452 517   CS 014 381

Conner, Jennifer M.; Greene, Beth G.
A Summary Report of the Instructional Effectiveness of the "Harcourt Reading Program." Technical Report Number 103.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 1; Grade 3; *Instructional Effectiveness; Pilot Projects; Pretests Posttests; Primary Education; Program Evaluation; *Reading Instruction; *Reading Programs; Reading Research
IDENTIFIERS- Metropolitan Achievement Tests; Stanford Achievement Tests

This report describes one of a series of pilot studies conducted to evaluate the instructional effectiveness of the Harcourt Reading Program. The study focused on the program's primary

PUB DATE- 01
NOTE- 87p.; Accompanying audiotape not available from ERIC. For other books in the series, see CS 217 390-399.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; *Reading Aloud to Others; *Reading Habits
IDENTIFIERS- School Team Approach

This book, one of a series, discusses how parents can help children by working with the school. The message of this series of books urges parents and children to spend time together, talk about stories, and learn together. The first part of each book presents stories appropriate for varying grade levels, both younger children and those in grades three and four, and each book presents stories on a particular theme. The Read-along Stories in the book are: "The Key into Winter" (Janet S. Anderson); and "Loaf of Bread" (retold by B.K. Sharma and Sharon Pugh). On an accompanying audiotape, the stories are performed as radio dramas, allowing children to read along. The second half of each book provides ideas and guidelines for parents, as well as activities and books for additional reading. Sections in this book are: Working with the School; Parents' Questions about School; The Parent as Model: Early Learning; and Books for Parents and Children. Suggestions include ways to create a relationship with the school that is beneficial to children, ways to become involved, questions to ask, ways to support the school in educating children with disabilities, and activities for skill development. Contains 28 references. (EF)

ED 452 537   CS 217 397

Stress and School Performance. Parents and Children Together Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 87p.; Accompanying audiotape not available from ERIC. For other books in the series, see CS 217 390-399.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Coping; Elementary Education; *Parent Student Relationship; *Reading Aloud to Others; *Reading Habits; *Stress Management; *Stress Variables
IDENTIFIERS- *Encouragement

This book, one of a series, focuses on how stress affects children's learning. The message of the series urges parents and children to spend time together, talk about stories, and learn together. The first part of each book presents stories appropriate for varying grade levels, both younger children and literary devices, linking examples of quality literature to student writing, use of a student/teacher feedback format, use of peer conferencing, and the use of a NCS Staff Development/"Florida Writes!" CD-ROM program. The analysis of teacher reflections and observations, collected throughout the year, supported the accomplishment of one of the major goals of this study--to develop a collaborative learning organization. In conclusion, student writing was improved by implementing the schoolwide focus on improving writing performance. Contains 16 references and 6 unnumbered tables of data. (RS)

ED 452 556   CS 217 523

Fleming, Michelle M.
Reconfiguring the Role of the Research Paper: Collaborative Writing To Teach Basic Academic Research and Writing Strategies.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Freshman Composition; Higher Education; *Research Papers (Students); *Research Skills; Student Attitudes; Student Research; *Writing Processes; *Writing Strategies
IDENTIFIERS- *Collaborative Writing; Student Cooperation

Each year that the author of this paper, an English instructor at Moorhead College (Minnesota), teaches the first-year "research paper," one instructor turns more and more to collaborative writing work. And she admits that some of her motives in reshaping the research paper in collaborative ways can seem to be based in assisting herself as a teacher as often as they are based on her desire to help students come into their own. Her first impulse to move toward collaborative research papers came, in fact, out of a great deal of frustration at teaching the kind of "anything goes" research paper course most writing instructors are familiar with--the kind in which students choose their own topics--any topics. This paper takes readers through exactly what the instructor is trying to gain as she makes her research paper courses more collaborative. The paper then moves on to the various types of collaboration her students have used and the reasons that underlie different choices that have been made about different types of collaborative writing. Along the way, it addresses briefly some of the problems that inhere in collaborative work itself, so that these issues can begin to be considered. (NKA)

ED 452 557   CS 217 524

Allison, Libby
The Politics of Technology and English Departments: The Machine in the Language Community.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Perspective" (Milton J. Bennett), articles in the collection are: "Communication in a Global Village" (Dean Barnlund); "The Power of Hidden Differences" (Edward T. Hall); "Multicultural Education: Development, Dimensions, and Challenges" (James A. Banks); "Science and Linguistics" (Benjamin Lee Whorf); "Culture: A Perceptual Approach" (Marshall R. Singer); "Interactions between North Americans and Japanese: Considerations of Communication Style" (Stella J. Ramsey); "Black and White Cultural Styles in Pluralistic Perspective" (Thomas Kochman); "Cultural Assumptions and Values" (Edward C. Stewart; Jack Danelian; Robert J. Foster); "Stumbling Blocks in Intercultural Communication" (La Ray M. Barna); "Overcoming the Golden Rule: Sympathy and Empathy" (Milton J. Bennett); and "Beyond Cultural Identity: Reflections on Multiculturalism" (Peter S. Adler). Contains a list of 42 additional readings, a subject index, and an author index. (NKA)

ED 452 576   CS 510 556

Seelye, H. Ned, Ed.
Experiential Activities for Intercultural Learning. Volume 1.
PUB DATE- 96
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cross Cultural Training; Experiential Learning; Instructional Effectiveness; *Intercultural Communication; Learning Activities; *Multicultural Education; Theory Practice Relationship; *Training Methods
IDENTIFIERS- Cross Cultural Teaching; Cultural Sensitivity

The need for new approaches, methods, and techniques in cross-cultural training and intercultural education is paramount. This collection of more than 30 exercises and activities aims to help begin a regular flow of materials into the stream of resources available to professionals in the intercultural field. The emphasis in the collection's first volume is on the development of intercultural awareness and cross-cultural sensitivity--selections include simulations, case studies, role plays, critical incidents, and individual and group exercises and range from basic introductory activities to those that facilitate the exploration of intercultural issues in significant depth. A number of activities in the collection address relatively complex workplace issues; others focus on intercultural dynamics in educational contexts. The collection should be especially valuable for trainers and educators who want to further ground their work in a solid theoretical base and at the same time augment their resources and expand their repertoire. Essays in the first section, Getting into Focus, are: (1) "Behind Our Eyes" (Gary R. Smith and George G. Otero); (2) "The Zebra's Stripes" (Ann Hubbard); (3) "A Cube Is a Cube..." (Thomas Baglan); and (4) "Organizing Self-Directed Study Groups on Women's Global Issues" (Jane Stewart Heckman, Mary J. H. Beech, and Louise Munns Kuzmarskis. Essays in the second section, Knowing Yourself as a Cultural Person, are: (5) "What's in a Name?" (Ruth Lambach); (6) "'Facts' or 'Feel'?" (Indrei Ratiu); (7) "Intercultural Self-Disclosure Scale" (Donald W. Klopf); (8) "The Magic Box: Exploring Stereotypes" (Jorge Cherbosque); (9) "Describing Cultures through Their Proverbs" (Sandra Tjitendero); and (10) "U.S. Proverbs and Core Values" (L. Robert Kohls). Essays in section three, Courting do not receive analytical training, familiarity with processes for using data is infrequent, and data lacks face validity. The case studies indicate how schools can better use assessment data by limiting assessments to specific purposes, aligning assessment standards with curriculum and instruction, providing professional development, and involving teachers. Success depends of defining the purpose of assessment data in monitoring progress, evaluating assessment convergence or divergence, and the efficacy of local practices. State policy makers should: 1) set clear standards; 2) align assessments to standards; 3) prioritize assessment for intermediate education agencies; 4) provide professional development; 5) encourage college courses on assessment; 6) seek assistance; and 7) investigate the face validity of assessments. Local and district policy makers should decide which tests are necessary, involve teachers in developing assessment practices, and allocate more time so teachers may analyze and utilize assessment data. Assessment data can be a valuable tool in promoting educational improvements, but only when appropriately defined and used. (Contains 22 references.) (TEJ)

ED 452 594   EA 030 967

Romanowski, Michael H.
Home School and the Public School: Rethinking the Relationship.
PUB DATE- 01
NOTE- 5p.; Published quarterly. Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal
  Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Elementary Secondary
  Education; Family Involvement; Family School Relationship;
  *Home Schooling; *Nontraditional Education; Outcomes of
  Education; *Parent School Relationship; *Partnerships in
  Education; Public Schools; School Community Relationship
IDENTIFIERS- *National Association Elementary School Principals;
  Ohio Northern University

Public school educators often fail to appreciate the various reasons home schooling is an increasingly attractive option for families of nearly every class, race, religion, and political perspective. Parents preferring to home school their children generally reveal one of two motivations for their decision. 'Idealogues' aim to promote specific beliefs, values, and skills, while 'Pedagogues' believe that home schooling offers a superior education, even if the content of public schools is seen as less problematic. The most damaging conflict between educators and parents is an 'Us versus Them' perception rooted in limited negative experiences and poor mutual understanding. Parents should develop a better understanding and appreciation of the value of public schools and educators should focus on assisting students in all settings, including students schooled at home. Parents and educators should see their roles as complementary. Building a productive relationship is possible through exchanging ideas, offering dual enrollment, and providing a home-school liaison. Productive partnerships can improve the academic success of both home and public school students. (Contains 11 references.) (TEJ)

ED 452 595   EA 030 968

Planning for Middle Schooling in Western Australia.
PUB DATE- 99
NOTE- 68p.; Prepared by the Western Australia Ministerial

create opportunities for new, energetic principals, but new means inexperienced. To encourage principal applicants, districts, universities, and organizations must work to make the principalship attractive. Strategies for making the position better include better pay, job description revision, redefinition of duty, district support, and the power to make change. (Contains 20 references.) (MLF)

ED 452 614   EA 031 031

Growe, Roslin; Montgomery, Paula
Women and the Leadership Paradigm: Bridging the Gender Gap.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Qualifications; Career Development; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; *Gender Issues; Higher Education; Leadership Effectiveness; Leadership Styles; Mentors; *Occupational Information; Promotion (Occupational); Sex Bias; *Women Administrators

The under-representation of qualified women in leadership positions has created a gender gap that exists not only in education but in many areas of the workplace. Society has determined that only males make good leaders; therefore it continues to deny easy access for women seeking leadership roles because they do not fit the norm. Women who seek leadership positions face barriers and many times give up because they become overwhelmed in dealing with obvious barriers. To obtain leadership positions women can use some career-enhancing techniques that include availing themselves to mentors, utilizing sponsors, role models, and networking. Women in leadership positions or those seeking them need to acquire the following skills to survive in the workplace: (1) take time to plan for a successful career path; (2) recognize the fact that competition does exist; (3) keep going and develop confidence; (4) possess courage and determination to battle the male-dominated establishment; (5) learn to delegate effectively; (6) meet deadlines; and (7) develop and exercise the managerial role. Women can no longer remain on the sidelines hoping for recognition for a job well done. Women must be adamant in spreading the word, sharing the research, and expecting to be treated equitably. (Contains 38 references.) (MLF)

ED 452 615   EA 031 032

Creamean, Sharon Lightle; Horvath, Robert Jeffery
The Effectiveness of Block Scheduling.
PUB DATE- 00
NOTE- 82p.; Master of Arts Action Research Project, Saint Xavier University Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Attendance; *Block Scheduling; *Educational Environment; *Educational Improvement; High Schools; Instructional Improvement; Questionnaires; School Schedules; School Surveys; Student Behavior; *Suspension; Time Factors (Learning)

This report describes a program for the exploration of block with special health care needs and disabilities. It includes resources and strategies to guide interventions with families and to focus their attention on four key facets of adulthood: health care, education, employment, and recreation. An introductory section highlights the important facts, concerns, and challenges that define the need for provider interventions. Family fact sheets are then provided that contain important factual information, reminders, strategies, and resources for families to consider as they help their adolescents become adults. Four teen-specific sheets are also provided that can be copied and given to adolescents. These sheets promote self-care and advocacy, provide tips, and identify resources for additional information. In addition, the booklet includes a provider checklist and timeline that can be used as a tool to remind providers to raise specific issues at different visits, a list of community resources that families can access for assistance, additional tools and information that remind providers to initiate discussions on specific topics with families and suggested reading for providers and families, a summary of the laws related to adolescent transition, and a glossary of terms. (Contains 45 references.) (CR)

ED 452 634   EC 308 391

Coniglio, Jennifer
Identification and Effects of Choice of Higher versus Lower Preference Assignments for Students at Risk for ED.
PUB DATE- 00
NOTE- 54p.; Paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Aggression; *Behavior Disorders; *Behavior Modification; Classroom Techniques; *Decision Making; Elementary Education; *Emotional Disturbances; Inclusive Schools; *Self Determination; Student Behavior; *Time on Task

A study involving 3 elementary students (ages 8-10) investigated the treatment effects of choice making with academic assignments. Students at risk for emotional disturbance (ED) in a general education setting participated. These were children who exhibited aggressive behaviors and were judged to be achieving below their grade level by their teachers. Interviews with teachers and the students were conducted to identify two higher preference and two lower preference mathematics assignments for each of the three students. A validation assessment was completed to verify that the students engaged in high levels of disruptive behavior. Then, using an ABAB design, and alternating across students, the effects of choice on on-task and disruptive behavior, and academic efficiency was evaluated. First, the effect of student versus teacher choice of lower preference tasks was assessed. Then, the effects of both choice conditions were evaluated for higher preference tasks for one student. Student choice in the lower preference task condition was only associated with a decrease in inappropriate behavior for one student. An increase in engaged behavior or academic efficiency was not observed under low preference choice conditions for any participants. For one student, high preference choice resulted in favorable behavioral changes. (Contains 25 references.) (CR) appreciation of complex ideas in a discipline. (Contains 12 references.) (CR)

ED 452 653 EC 308 411

Giangreco, Michael F.; Edelman, Susan W.; Broer, Stephen M.
A Guide to Schoolwide Planning for Paraeducator Supports.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Educational Planning; Elementary Secondary Education; *Master Plans; *Paraprofessional School Personnel; *Policy Formation; *Teamwork

This workbook is designed to assist educators in establishing a team for planning for paraeducator supports and addressing paraeducator issues. Worksheets are provided for implementing the following 10 planning steps: (1) inform the local school board of the intention to establish a team to address paraeducator issues; (2) ensure that the team includes the appropriate members of the school and community; (3) have the team assess their own status and fact-find in relation to the six paraeducator topics: acknowledging, orienting and training, hiring and assigning, interacting with others, roles and responsibilities, and supervising and evaluating; (4) prioritize and select topics ands specific issues that reflect areas of need within the school that the team will work on first; (5) update the local school board on the team's ranked priorities; (6) design a plan to address the team's ranked priorities; (7) identify local, regional, and statewide resources to assist in achieving team plans; (8) implement the team's plans; (9) evaluate the plan's impact and decide on next steps; and (10) report impact and needs to the local school board. (Contains 18 references.) (CR)

ED 452 654 EC 308 412

Quenemoen, Rachel F.; Lehr, Camilla A.; Thurlow, Martha L.; Massanari, Carol B.
Students with Disabilities in Standards-Based Assessment and Accountability Systems: Emerging Issues, Strategies, and Recommendations. Synthesis Report 37.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Accountability; Change Strategies; *Disabilities; *Educational Assessment; Elementary Secondary Education; Inclusive Schools; *Policy Formation; Student Evaluation; *Student Participation; Testing

This paper addresses emerging issues affecting students with disabilities in standards-based assessment and accountability included is information about local or regional interagency coordinating councils and their relationships to the SICCs. The primary purpose of the document is to share this information among SICC chairs and to provide examples of successful practices. The information is also to be shared with the broader early childhood community. Contact information for the chair or co-chairs of each SICC is given and the full text of those portions of the Code of Federal Regulations (CFR), issued by the U.S. Department of Education under IDEA, which pertains to SICCs is provided. (SG)

ED 452 673 EC 308 519

Helping Our Nation's Infants and Toddlers with Disabilities and Their Families: A Briefing Paper on Part H of the Individuals with Disabilities Education Act (IDEA), 1986-1995. A Preliminary Report Submitted to the Federal Interagency Coordinating Council, April 20-21, 1995.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Coordination; *Disabilities; Early Childhood Education; *Early Intervention; *Educational Legislation; Family Programs; *Federal Legislation; Financial Support; *Grants; Infants; *Preschool Education; Special Education; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This briefing paper provided background information and a preliminary report of the achievements and future needs of the Federal Part H Program of the Individuals with Disabilities Education Act (IDEA) and its services to infants and toddlers with disabilities and their families. This collaborative federal, state, and local partnership created a framework for the nationwide development and implementation of comprehensive service systems. The paper is organized around four questions: (1) What is early intervention and why is it important? (2) What is the Part H Program? (3) What have states achieved under the Part H Program? and (4) What are the future challenges for the Part H Program? Examples of family experiences with early intervention are given. References and contact information for members of the Ad Hoc Part H Work Group, the U.S. Department of Education, and state and jurisdictional Part H Program coordinators are included in the appendices. Appendix 4 lists the states/jurisdictions approved for full implementation of Part H of IDEA in 1993 and 1994. Appendix 5 lists Part H lead agencies by state. (SG)

ED 452 674 EF 005 896

Energy Management Plan.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Energy Management; Foreign Countries; *Planning; *Public Schools
IDENTIFIERS- Australia (Tasmania); *Cost Containment

imaginative, emotional, and creative faculties. These aesthetic encounters also have the power to improve cross-cultural understanding. (Contains 64 references.) (BD)

ED 452 697 FL 026 650

Zoreda, Margaret Lee
Experiencias interculturales y la pedagogia de la anglofonia en la ensenanza de ingles como lengua extranjera (EILE) desde una perspectiva deweyana. Working Paper (A Deweyan Perspective on Cross-Cultural Experiences and Anglophone Pedagogy in the Teaching of English as a Foreign Language. Working Paper).
PUB DATE- 01
NOTE- 48p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; *Cross Cultural Studies; *Cultural Awareness; *English (Second Language); Second Language Instruction; Second Language Learning
IDENTIFIERS- *English Speaking

This paper discusses a framework for teaching English as a foreign language that incorporates significant cultural content and fosters critical encounters with Anglophone culture. It reviews relevant contemporary perspectives for understanding cross-cultural processes within the foreign language teaching environment with emphasis on the issue of identity formation. A dialogue is created between Anglophone culture and students' native culture, leading to development of intercultural intelligence. One element of such an approach might be the creation of Anglophone studies, which would draw on sociology, anthropology, history, and other disciplines in addition to linguistics. The study of postcolonial literature is recommended. (Contains 64 references.) (DB)

ED 452 698 FL 026 670

Usuki, Miyuki
Learner Autonomy: Learning from the Student's Voice.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Cultural Influences; *Cultural Traits; Foreign Countries; Higher Education; Interviews; *Japanese Culture; Learner Controlled Instruction; Learning Strategies; Locus of Control; *Personal Autonomy; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- Japan

This paper provides a window into Japanese learners' thoughts about what it is necessary for teachers and learners to do in order to foster Japanese learner autonomy--and why Japanese learners would find this so difficult to do. There are numerous student journal and interview excerpts providing interesting insight to what Japanese learners think about what they should do, what they actually do, and why it is difficult for them to take the more active role that they agree they should. The paper begins by defining its terms--learner autonomy and learner development. It then goes on to discuss learners' political awareness, the issue of learner universality, and the influence of culture on learner autonomy. The study included 46 college students. It is concluded that it will be extremely

Languages; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- European Union; *France; *Occitan

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union--the South of France. Details are provided about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is Occitan. Occitan is a Romance language spoken in seven regions in the southern France--Provence-Cote d'Azur, Aquitaine, Auvergne, Dauphine, Limousin, Languedoc-Roussillon, and Midi-Pyrenees. Occitan has four main dialects, and its use has significantly waned in recent decades. (Contains 20 references.) (KFT)

ED 452 719   FL 026 692

Ostern, Anna Lena
Swedish: The Swedish Language in Education in Finland. Regional Dossiers Series.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 97
NOTE- 36p.; For other documents in the series, see FL 026 686-91 and FL 026 693-94.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Maintenance; Educational Policy; Ethnic Groups; Finnish; Foreign Countries; *Heritage Education; *Language Maintenance; Language Minorities; *Language Planning; National Programs; *Native Language Instruction; Official Languages; Second Language Instruction; Second Language Learning; *Swedish; Uncommonly Taught Languages
IDENTIFIERS- European Union; *Finland; Sweden

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific country of the European Union--Finland. Details are provided about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language accessible at http://www.cal.org/twi/directory. Programs listed in the Directory conform to this general definition of TWI through adherence to the following criteria: (1) language-minority and language-majority students are integrated for at least 50% of the day at all grade levels; (2) content and literacy instruction in both languages are provided to all students; and (3) language-minority and language-majority students are balanced, with each group making up one-third to two-thirds of the total student population. The information in the Directory is self-reported; it is based on responses to a questionnaire completed by representatives of the programs listed. A new feature of the directory is a search function that makes it possible to identify programs that share characteristics, such as location, student demographics, and program design. This digest summarizes findings from data in the directory regarding features of TWI programs, students, and staff. National data are presented, along with similar data from the three states with the most programs--California (86), Texas (34), and New York (20). (JSS)

ED 452 740 FL 801 436

Alegre, Mary Kay; Mansoor, Inaam; Moss, Donna; Phillips, Vanessa
Integrating Technology into the ESL Classroom. Winter 2001. Facilitator's Guide and Participant's Materials and Participant's Reference Materials.
SPONS. AGENCY- GTE Foundation, Stamford, CT.
PUB DATE- 01
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Computer Uses in Education; Educational Technology; Elementary Secondary Education; *English (Second Language); *Instructional Materials; Resource Materials; Second Language Instruction; Second Language Learning; Teacher Education; Visual Aids

This document consists of three parts to help teachers and students to integrate technology into the English-as-a-Second-Language (ESL) classroom--the facilitator's guide, participant's materials, and the participant's reference materials. The facilitator's guide is divided into three parts. Part one is a presentation guide providing step-by-step, activity-by-activity handouts that assist the teacher with program management, materials management (overheads, participant handouts, equipment, and back-up plan ideas) as well as talking points. Part two provides master copies of all overheads. Part three provides back-up presentation materials. The participant's materials are designed to help participants effectively use technology such as audiovisual materials, computer software, and the Internet in the classroom. The bulk of these materials consists of overhead projector forms, handouts for students and workshop participants, and feedback inquiry forms. The participant's reference materials include the following: "Some Thoughts about Web Quests"; "Building Blocks of a Web Quest"; "ESL Internet Bookmarks"; "Compass Points: Refugees and the Internet"; "EFF Content Standards for Adult Literacy and Lifelong Learning"; "Role Maps for EFF: Parent/Family, Citizen/Community, Worker"; "Five ESL Web Sites from the Arlington Education and Employment Program"; and "Web Quest Dos and Don'ts." Several Web links are provided, in some cases where forms can be downloaded or printed right from the Internet. (KFT)

Education; *Minority Groups; Public Colleges; *Public Policy;
Student Financial Aid
IDENTIFIERS- *Missouri

This annual report extends and updates information presented to the State Coordinating Board for Higher Education (CBHE) and the CBHE Presidential Advisory Committee since April 1996. It describes progress by the state's system of higher education in implementing the Board's Blueprint for Missouri Higher Education. It also provides a baseline of information for transitioning the state conversation from the Blueprint to the Board's new Coordinated Plan for Missouri Higher Education. Data indicate that much has been accomplished, and substantial progress has been made in improving the state's system of higher education under the Blueprint. However, many challenges lie ahead. Overall, more efforts are needed to ensure that all Missouri high school students, including minorities, are prepared to succeed in work or further education; more efforts are needed to increase the participation and success of the increasing numbers of Missouri citizens enrolling in the state's higher education system; financial aid is needed to help low- and middle-income students afford higher education; and it is important to continue the constant review of the state's higher education system in order to ensure that the quality continues to improve. An appendix presents Missouri postsecondary education institutions with NCA accreditation. (SM)

ED 452 761 HE 033 976

Byman, Abigail, Ed.; Geller, Randolph, Ed.
Intellectual Property in Higher Education: A Legal Compendium. Second Edition.
PUB DATE- 01
NOTE- 656p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Computer Software; Distance Education; Educational Research; Fair Use (Copyrights); *Higher Education; *Intellectual Property; Internet; *Legal Responsibility; Research Utilization; Teacher Researchers
IDENTIFIERS- Piracy of Intellectual Property

This compendium focuses on intellectual property law, which includes copyrights, patents, and trademarks as well as applications of intellectual property in distance learning software, the Internet, and research data. It includes formal journal articles, policies, and outlines from the National Association of College and University Attorneys. Ten sections offer: (1) "Overview," which features "Intellectual Property Law Primer: What You Need To Know" (William H. Needle); (2) "Development of Intellectual Property Policies," including "Intellectual Property Policies" (Karen Hersey) and relevant Web sites; (3) "Copyright," including "Fair Use and How It Got That Way: The 1998 Donald C. Brace Memorial Lecture" (Lloyd L. Weinreb); "The Impact of Fair Use in the Higher Education Community: A Necessary Exception?" (Stephana I. Colbert and Oren R. Griffin); "Coursepacks and Copyright: Fair Use in Princeton University Press v. Michigan Document Services" (case comment); "Fair Use of Unpublished Works: Scholarly Research and Copyright Case Law Since 1992" (Robert Spoo); "Copyright Law in Cyberspace" (Kenneth Hautman); "The Discouragement of Learning: Scholarship Made for Hire" (Pamela A. Kilby); "Ownership of Copyrightable Works of University Professors: The Interplay Between the Copyright Act and University Copyright for the 1997-1998 school year. State funding for higher education continued to grow in FY98 for the fifth straight year, increasing 6%, or $2.8 billion, over the prior fiscal year. The amount of support for higher education exceeded $49 billion, and the 1-year and 2-year percentage gains were the largest since 1990 and were nearly enough to make up for the recession of the early 1990s. Only four states (Alaska, Hawaii, New Mexico, and Tennessee) reduced their general funding appropriations for higher education from the previous year, and their cuts were rather small. Appropriations grew in every other states except Wyoming, where state funding remained flat. Although higher education fared well financially during this fiscal year, there continued to be a fundamental anxiety about higher education, resulting in a number of proposed or enacted restrictions and accountability measures for higher education. The report contains a discussion of higher education appropriates and national trends, followed by national tables and some comparative measures. A third section discusses state-by-state appropriations. (Contains 3 figures, 15 tables, and 17 references.) (SLD)

ED 452 782 HE 034 002

Carson, Rebecca Davis; Smith, Albert B.; Olivarez, Arturo, Jr.
Utilizing Cognitive Dissonance Theory To Improve Student Ratings of College Faculty Members.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (25th, Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Dissonance; *Cognitive Processes; *College Faculty; College Students; Educational Theories; Evaluation Methods; *Feedback; Higher Education; *Student Evaluation of Teacher Performance

This study examined the impact of mid-semester student ratings feedback on a faculty's end-of-semester student ratings. The positive direction of the end-of-semester ratings in the two mid-semester feedback groups lent support to the premise that cognitive dissonance theory and various forms of mid-semester, student rating feedback can be used to improve teaching. Of the 158 faculty members invited to participate, 61 volunteered. In the control group, faculty members were rated by students at the end of the semester. In the first treatment group (feedback group), members rated themselves at mid-semester and also received student ratings at mid-semester. The other treatment group (consultation group), faculty members rated themselves and were rated by students as above, but they also received a group consultation (workshop) with their feedback. The means (except for involving students) were greater for the workshop group than for the feedback group, and the means for the feedback group were greater than for the control group. (Contains 2 tables and 18 references.) (SLD)

ED 452 783 HE 034 003

Johnson, Anne D.; Kreuzer, Paul G.
Improving Retention through a Comprehensive Student Development Model.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the American

2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Copyrights; *Courseware; Distance Education; *Educational Policy; Educational Practices; Educational Technology; Higher Education; Information Policy; Instructional Design; *Intellectual Property; *Ownership; Policy Formation

The issue of who owns courseware is of great concern to faculty and universities. Until recently, when technology entered the picture, the issue was straightforward: faculty typically held copyright with everything except patents. One of the most interesting and complex issues of intellectual property in the digital environment is faculty ownership of online courses, sometimes referred to as courseware. Regardless of the type of institution, intellectual property policies that address ownership are essential to ensure incentives to create courseware, avoid litigation, and avoid competition between institutions. This paper provides an overview of current policies of higher education institutions concerning faculty ownership. The paper discusses the issues that universities should consider when creating intellectual property policies that address the emerging area of courseware development and reviews the current models available for adaptation. Examples currently in use for faculty ownership are also presented. (AEF)

ED 452 803 IR 020 611

Walters, Deborah; Burhans, Debra; Kershner, Helene; Alphonce, Carl
Early Followers versus Early Adopters: The Use of Technology as a Change Lever Leads to Increased Learning and Decreased Costs in a Computer Fluency Course.
PUB DATE- 00
NOTE- 12p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Cost Effectiveness; Course Content; *Curriculum Design; Educational Development; *Educational Technology; Higher Education; Technology Integration
IDENTIFIERS- State University of New York Buffalo; *Technology Implementation

Many early adopters of educational technology report increased costs-both in technology and in faculty time. This research shows how early followers can decrease costs by using existing online supplementary materials and a redesigned course structure that increases face-to-face contact and provides multiple means for students to learn course concepts. The experience of a course team at the University of Buffalo in the redesign of a computer fluency course is related. Based on this experience, evidence of the following prerequisites for early followers' success is provided: (1) if the physical infrastructure necessary for the course does not already exist at an institution, then the cost of providing such infrastructure will reduce any cost savings; (2) it is important to have good technical support before embarking on an early follower project; (3) the existence of adequate course with which they are comfortable, and plunging head first with students, hoping to learn with them about technology. With the right support and access, all of these problems tend to recede as teachers and students gain experience with technology. To further characterize this critical tension between technology learning and content learning, this paper offers cases from two projects by the Institute for Research on Learning (Menlo Park, California). In both cases, teachers handled the technology/content dilemma and moved content learning to the foreground of activities with computer technology. (AEF)

ED 452 822　　　　　IR 020 659

Baker, Eva L.
Technology: How Do We Know It Works?
PUB DATE- 99
NOTE- 7p.; In: The Secretary's Conference on Educational Technology, 1999: Evaluating the Effectiveness of Technology. Proceedings (Washington, D.C., July 12-13, 1999); see IR 020 654.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Educational Administration; *Educational Development; Educational Planning; *Educational Technology; Elementary Secondary Education; Evaluation Methods; *Program Evaluation; Systems Approach; Technology Integration
IDENTIFIERS- *Technology Implementation

Does educational technology work? Does its application in classrooms help children learn? Can teachers improve their own understanding and practice through technology? The answer is yes; however in a period of widespread concern about educational quality, teachers, parents, policymakers, and taxpayers deserve answers that go beyond fervent beliefs and jaunty assertions. To sustain and support the growth of high-quality technology in schools, everyone has to learn to be more aware of what standards of documentation are useful. This paper presents a set of ideas and guidelines to consider, ending with how technology itself can aid in the testing and evaluation process. The ideas presented are intended to help educators and others invested in education think systematically about what they are doing and how to capture and document accomplishments. Highlights include: "Technology for What?"; "Technology Innovations: The How"; "Who Benefits?"; "Other Evaluation Considerations"; "Measures of Outcome and Impact"; and "Technological Supports for Evaluation." (AEF)

ED 452 823　　　　　IR 020 660

Mann, Dale
Documenting the Effects of Instructional Technology: A Fly-Over of Policy Questions.
PUB DATE- 99
NOTE- 10p.; In: The Secretary's Conference on Educational Technology, 1999: Evaluating the Effectiveness of Technology. Proceedings (Washington, D.C., July 12-13, 1999); see IR 020 654.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Factors; Personnel Management; Postsecondary Education; Program Developme Germany; National Vocational Qualifications (England); Task Force Approach; *United Kingdom; United States
IDENTIFIERS- Germany; National Vocational Qualifications (England); Task Force Approach; *United Kingdom; United States

A task force was convened to identify the nature, extent, and pattern of skill needs and shortages for managerial occupations in the United Kingdom (UK). The task force began by examining the key challenges facing managers in the UK. The following factors were among those considered: economic policies promoting liberalization and deregulation; increasingly fragmented and global product markets; and technological transformations arising from developments in microelectronics. The demand projections for managers and skills shortages (as demonstrated through recruitment problems for higher-level occupations) were reviewed along with the new skills and competencies demanded of managers. Skills related to the following management roles were detailed: managing operations, managing finance, managing people, and managing information. Each key role was subdivided into units of competence that were in turn subdivided into elements of competence. Performance criteria and range indicators were provided for each element of competence. The following key management roles were added to the original four: manage energy, manage quality, and manage projects. Existing management standards were reviewed and modified to reflect the new roles. Management training and development in schools and small and medium enterprises were discussed along with criticisms that have been leveled against competency-based management development. (Contains 112 references.) (MN)

ED 452 351 CE 081 555

Stuiber, Paul; Lecoanet, Robin; Lathrop, Jessica; Miller, David; Russell, Matthew; Schoenbrunn, Rob; Smith, Joshua; Specht, Christine
Wisconsin Works (W-2) Program, Department of Workforce Development: An Evaluation.
PUB DATE- 01
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Employment Opportunities; *Employment Programs; Employment Services; *Income; *Job Placement; Job Search Methods; Job Training; Low Income Groups; *Program Effectiveness; Program Implementation; Services; *State Programs; Supported Employment; *Welfare Recipients
IDENTIFIERS- Self Sufficiency; Welfare to Work Programs

Wisconsin Works (W-2) is a time-limited employment assistance program that, in September 1997, replaced cash entitlements provided to low-income families under Aid to Families with Dependent Children. W-2 provides subsidized or unsubsidized placements for participants, based upon their level of preparedness for employment. Participants in both types of placements can receive program services to assist them in finding or retaining employment, increasing their skills or wages, and overcoming barriers to employment (such as mental health problems and substance abuse), as well as health care, food stamps, and subsidized child care. Implementation of W-2 has resulted in large declines in the number of individuals receiving cash assistance. From January 1998 through September 2000, cash assistance caseloads declined more than 50 percent,

Technology; Internet; Program Costs; Student Certification; Trend Analysis; Two Year Colleges; Vocational Education
IDENTIFIERS- *Career and Technical Education; ERIC Digests; Just in Time Systems

Distance education (DE) is increasingly seen as a powerful vehicle for delivering various types of education, including career and technical education (CTE). Fast-paced, pervasive changes in the economic, social, and technological foundations of education and educational delivery, including the increasing use of information and communications technology (ICT) as a medium for learning, have led to a resurgence in DE. Despite a lack of comprehensive nationwide statistics, Internet searching reveals numerous examples of postsecondary CTE DE via ICT. The need for faculty development for DE is a recurring theme. Learners, educational institutions, and CTE programs need physical access to the ICT networks used to deliver DE. DE via ICT can be expensive in both start-up and ongoing costs. The academic rigor of DE and appropriateness of ICT for hands-on learning have sometimes been questioned, as has the quality of current research on the effectiveness of DE in higher education. Because of existing copyright law, educators who use copyrighted materials in face-to-face settings (under fair-use guidelines) are often unable to use the same materials for DE. The character, quality, and standards of DE institutions and programs are critical issues for distance learners. The U.S. Department of Education recognizes these two specialty accrediting bodies for DE: Accrediting Commission of the Distance Education and Training Council; and Accrediting Commission of Career School and Colleges of Technology. (Contains 22 references.) (MN)

ED 452 369   CE 081 630

Imel, Susan
Career Development of Free Agent Workers. ERIC Digest No. 228.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Learning; *Career Development; Career Education; Consultants; Continuing Education; Demand Occupations; *Employment Patterns; *Employment Qualifications; Independent Study; Influences; Labor Market; *Learning Processes; *Lifelong Learning; Literature Reviews; Networks; Nontraditional Occupations; *Occupational Mobility; Self Employment; Self Evaluation (Individuals); Trend Analysis; Vocational Adjustment
IDENTIFIERS- ERIC Digests; Networking; Self Direction

Various economic, technology-related, and other factors have converged to serve as a catalyst for the emergence of workers who consider themselves free agents. Estimates of the number of free agent workers range from 12.9 to 25 million. Individual free agent workers may take widely varying approaches to their careers; however, all have taken charge of their careers, consider interesting work a priority, and make increasing their skills an important part of their strategy. Emerging concepts of career development pertinent to the free agent worker model include the concept of the boundary-less career (not tied to traditional career paths) and internal versus external careers discusses evaluation of activities, evaluation methods, benefits in relation to costs, impact, and need for a broad view of outcomes. Chapter 7 draws conclusions. (Contains 86 references.) (YLB)

ED 452 385 CE 081 653

Payne, John
Rural Learning: A Practical Guide to Developing Learning Opportunities in the Countryside.
PUB DATE- 00
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Adult Learning; Context Effect; Delivery Systems; Educational Administration; Educational Development; Foreign Countries; *Learning Activities; *Needs Assessment; Partnerships in Education; *Program Development; Program Implementation; Publicity; Rural Areas; *Rural Education; Rural Environment; Time Management
IDENTIFIERS- United Kingdom

This guide to rural learning is intended to help those developing learning opportunities in the United Kingdom countryside--teachers, program organizers, project and development workers, and health and housing workers. Section 1 supplies up-to-date facts and figures and useful information about living in the rural context. It highlights issues that may provide the basis for useful learning activities. A checklist is provided to build up one's own local picture. Section 2 describes useful and relevant approaches aimed at developing rural learning. Topics are context, adult learning, what people want to learn, getting involved, partnerships and providers, networking, development and progression, and looking to the future. Section 3 provides practical suggestions for putting ideas into practice. It covers methods to define needs; village appraisals; supporting adult learning; rules and regulations; publicity and communication; effective working and evaluation; organizing events; and time and managing oneself. Each subsection begins with a short explanation; "quick tips" summarize the main points. For Sections 1-3, questions are provided at the end of key sub-sections to get one thinking about specific issues and responses in relation to one's own area. Section 4, Resources, has two parts. Part A is a "Who's Who in Education" that can be customized for one's own reference. Part B contains a list of agencies, books, and Web sites. (YLB)

ED 452 386 CE 081 654

Thompson, Jane, Ed.
Stretching the Academy: The Politics and Practice of Widening Participation in Higher Education.
PUB DATE- 00
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Adult Education; Adults; Community Development; *Community Education; Democracy;

the following employment problems faced by hard-to-employ individuals: multiple barriers; substance abuse; domestic violence; physical disabilities and chronic health problems; depression and other mental health problems; criminal records; very low basic skills and learning disabilities; and language barriers. Each section contains the following items: overview; screening and assessment guidelines; service strategies; labor market strategies; guidelines for staff development and interagency partnerships; and best practices. Seventeen text boxes are included. The appendix contains lists of the following items: 63 programs, organizations, and contact information; 113 references and suggested publications; and 113 recent publications on Manpower Demonstration Research Corporation projects. (MN)

ED 452 402   CE 081 680

Information Technology Skills--Ohio Employers' Labor Demand: Implications for EnterpriseOhio Network Campus-Wide Leadership.
SPONS. AGENCY- Ohio Board of Regents, Columbus.
PUB DATE- 01
NOTE- 93p.; Report prepared under the direction of Shara Davis, director of the Joint Center for Policy Research for the EnterpriseOhio Network. Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Associate Degrees; Bachelors Degrees; Basic Skills; Business Skills; Communication Skills; Community Colleges; Comparative Analysis; Curriculum Development; Education Work Relationship; Educational Demand; *Educational Needs; Educational Supply; Employer Attitudes; Employment Opportunities; Employment Qualifications; Experiential Learning; Focus Groups; *Information Technology; Instructional Development; Integrated Curriculum; *Job Skills; Job Training; *Labor Needs; Labor Supply; Literature Reviews; Models; Partnerships in Education; Program Development; Program Implementation; Public Schools; Retraining; Salary Wage Differentials; School Business Relationship; *Statewide *Ohio
IDENTIFIERS- *Ohio

This document is intended to inform and advise the development and operation of campuswide information technology (IT) education and training programs at two-year colleges belonging to the EnterpriseOhio Network (EON). The report is based on information from the following sources: a comprehensive national literature review; an environmental scan of Ohio; a review of state and national IT worker supply and demand data; and focus group discussions with employers throughout rural and urban areas of Ohio. The following are among the topics examined in the report's six chapters: (1) research approaches and applications and a rationale for change; (2) the demand for IT workers in Ohio and nationwide; (3) IT skill requirements (soft, business, and technical skill requirements; the importance of work-based learning and vendor/industry certification; preferred methods of IT skill acquisition; incumbent worker training; model curricula and skill standards); (4) trend analysis on the supply of IT workers in Ohio and nationwide; (5) service delivery opportunities for the EON based on employer demand; and (6) the EON as a primary resource for Ohio (producing IT workers, raising technological competencies, integrating IT learning across academic disciplines, investing in IT faculty, providing technology access for Ohioans). Sixty-two tables/figures are included. (MN)

Documenting Learner Outcomes" (Bingman); "Voices from the Deep" (Boshier); "Contesting Criticality" (Brookfield); "Making Mathematics Come Alive" (Brown, Uhde); "Telling Stories and Creating Participatory Audience" (Butterwick, Selman); "Motivation in AE" (Carre); "Researchers as Co-Learners" (Castleden, Kurszewski); "Women's Development at the Margins" (Clark); "Road Map or Mosaic" (Daley); "One Year After Enrollment in Literacy Programs" (Ebert, Bingman); "Lifelong Learning" (Edwards, Usher); "Interdictions & Benedictions--AIDS Prevention Discourses in Vancouver, Canada" (Egan); "Is the Learning Organization for Real?" (Ellinger et al.); "Women Crafting New Work" (Fenwick, Hutton); "Leadership for Adult and Continuing Education (ACE)" (Fleming, Caffarella); "AE in the End of the Century" (Fragoso, Lucio-Villegas); "Research That Hurts or Research That Helps?" (Gorman); "Feminine Pedagogies and Graduate Adult and Higher Education for Women Students" (Gouthro, Grace); "Modern Practice of Canadian and US Academic AE During the Brief American Century (1945-73)" (Grace); "Extension and Grassroots Educators' Approaches to Participatory Education" (Grudens-Schuck); "Factors Influencing Active Learning in Small Enterprises" (Hawke); "Low-Income African American Women's Cultural Models of Work" (Hayes, Way); "Rethinking Violence and Learning" (Heald, Horsman); "Unpaid Piper Calls the Tune" (Heaney); "Global Consciousness of Human Resource Development and Organization Development Practitioners" (Hill); "Menacing Feminism, Educating Students" (Hill); "Life Situations and Institutional Supports of Women University Students with Family and Job Responsibilities" (Home, Hinds); "Wyrd Questions" (Hunt); "Edge of Empire" (Hunt); "Researching Adult Learners' Reading Histories and Practices" (Jarvis); "Race and AE" (Johnson-Bailey, Cervero); "Towards a Generic Approach to Assessment in ACE" (Jones); "Educational Technology That Transforms" (King); "Mediating Meaning-Making" (Kritskaya, Dirkx); "Comparison of National Education and Training Cultures" (Kuhn); "Critical Autobiography of Moral Learning Across Four Generations of the Woman's Christian Temperance Union" (Lander); "Beyond Transformative Learning" (Lange); "Training and the New Industrial Relations" (Law, Piercy); "Refocusing Faculty Development" (Lawler, King); "Constructing Pedagogic Identities" (Malcolm, Zukas); "Adult Learner-Centered Institutions" (Mancuso); "Reconstituting the Agora" (Martin); "Questioning Research as a Contextual Practice" (McIntyre, Solomon); "Lifelong Learning Goes to the Movies" (Miller); "Ever Widening Gyre" (Milton et al.); "Models of Community Development Practice" (Moore, Hill); "Promise--and Peril--of Web-Based Course Delivery in ACE" (Mott); "Aging and Learning in a Non-Western Culture" (Muhamad, Merriam); "Transformation Toward What End?" (Narushima); "Cultures of Teaching" (Nesbit); "Control, Learning, and Resistance" (Newman); "Lifelong Learning as Metaphor" (Nicoll); "Lessons from Central America" (Nolan); "Cultivating Imagination in AE" (Norman); "Botswana Rural Women's Transition to Urban Small Business Success" (Ntseane); "Role of AE and Skills Training in Promoting Planned Change and Localization" (Odoch); "Postmodern Morality in AE" (Plumb); "'When You Act Like an Adult, I'll Treat You Like One...'" (Pomerantz, Benjamin); "Teaching Perspectives Inventory" (Pratt, Collins); "Making the Curriculum Culturally Relevant" (Preece); "La Tertulia" (Puigve

ED 452 418   CE 081 708

McIntyre, John, Ed.; Barrett, Mary, Ed.
VET Vocational Education and Training Research: Influencing

review and online survey of current transportation professionals were conducted to examine the market potential for a distance learning program and to identify those engineering topics that are in high demand within various transportation organizations. The survey was publicized via e-mail announcements that were sent to professional societies and organizations within the transportation community. Of the approximately 1,500 recipients of the announcement, 209 completed the survey. Most respondents had an overall good perception of continuing education opportunities within the field of transportation. Although the respondents expressed a slight preference for online course techniques, they also expressed significant levels of interest in interactive video-based and CD-ROM-based courses. Most respondents indicated a desire to participate in distance learning courses once or twice a year. Courses in traffic engineering, modeling/simulation, and intelligent traffic systems were rated as top three types of courses most urgently needed. Although awareness of distance learning opportunities was high, relatively few respondents or their coworkers had participated in such opportunities. (The bibliography lists 7 references. The questionnaire and raw results are appended.) (MN)

ED 452 432   CE 081 739

Cheung, Man-Chiu Lau
A Study of the Relationship between Adults' Self-Directed Learning Readiness and Selected Variables in Sunday Schools of Hong Kong Chinese Baptist Churches.
PUB DATE- 99
NOTE- 270p.; Dissertation presented to the faculty of the Hong Kong branch of the Asia Baptist Graduate Theological Seminary in partial fulfillment of the requirements for the degree Doctor of Theology.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Learning; Adult Programs; Church Programs; Church Workers; Comparative Analysis; Educational Attainment; Employment Level; Enrollment Trends; Foreign Countries; *Independent Study; *Learning Readiness; *Predictor Variables; *Religious Education; Sex Differences; Student Attitudes; Teacher Attitudes; Teacher Qualifications; Youth Programs
IDENTIFIERS- Baptists; *Hong Kong; Self Directed Learning Readiness Scale; *Sunday School

The relationship between adults' self-directed learning readiness (SDLR) and selected variables was examined in a study of 25 Hong Kong Chinese Baptist Churches. A Chinese version of the Self-Directed Learning Readiness Scale (SDLRS) was administered to a stratified sample of 820 adult learners and 210 youth learners, and a modified version of the SDLRS was given to 163 Sunday school teachers so that the teachers could rate the learning readiness of their students. The response rates for the adult learners, youth learners, and teachers were 58.05%, 67.62%, and 75.46%, respectively. The learners' mean rating of their SDLR was higher than the teachers' mean rating of adult learners' SDLR. Adult learners exhibited higher self-directed learning readiness scores than youth learners did. Adults' SDLR scores did not depend on gender but were positively related to education and employment levels. (Twenty tables and 10 figures are included. The bibliography lists 108 references. The following items are among those appended: attendance rates at information that helps define advisories. It describes some essential elements in the design of an advisory program, proposes strategies for planners to use in facilitating decision making, and explores possible future directions and alternative strategies for achieving the goals of advisory programs. Chapter 1 looks at the impetus and chronology of advisory programs. Chapter 2 presents a nomenclature to facilitate a discussion about advisory programs. The decision-making process described in Chapter 3 presents a card-sorting activity that allows the planner to articulate their preconceived notions about potential goals, activities, and outcomes of an advisory program. Chapter 4 suggests that students' need for personal and social guidance may be addressed in ways other than what has traditionally been called advisor/advisee. Considering alternative ways can enhance the processes of planning, collaborative decision making, and creative construction that can be the key to success for a program. (Contains 103 references.) (JDM)

ED 452 451 CG 030 868

Holcomb-McCoy, Cheryl
Examining Urban School Counseling Professionals' Perceptions of School Restructuring Activities.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counselor Training; Elementary Secondary Education; Family Counseling; Partnerships in Education; School Based Management; *School Counselors; *School Restructuring; Surveys; Urban Schools

A descriptive study was conducted that examined urban school counseling professionals' perception of school restructuring activities such as school-based management, community-school partnerships, and school-based family counseling. Professional school counselors (N=102) working in urban schools were surveyed. Several implications can be drawn from the results. School counselors could benefit by becoming more knowledgeable about the literature and issues surrounding school reform. Counselors need to explore the possibility of including course content that prepares new counselors to implement and evaluate school restructuring activities. It suggests that further studies addressing the extent to which school counselors are involved in urban school restructuring efforts would be helpful. Research on experiences of counselors who have participated in school restructuring programs such as EQUITY 2000 and the Coalition of Essential Schools could also be helpful. (Contains 24 references.) (JDM)

ED 452 452 CG 030 869

Dixon, Robert J.
Interpersonal Assessment of Future School Psychologists.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Conference of the National Association of School Psychologists (33rd, Washington, DC, April 17-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; Elementary Secondary Education;

organizations. The last chapter attempts to bring what is said about caring to an examination of society as a whole. (Contains 39 references.) (JDM)

ED 452 474 CG 030 907

Gup, Nancy J.
Prevalence of Suicidality and Contributing Risk Factors among Gay, Lesbian, and Bisexual Youth.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *At Risk Persons; Bisexuality; *Homosexuality; Influences; Lesbianism; Prevention; Religion; Resilience (Personality); Sexuality; *Suicide
IDENTIFIERS- *Adolescent Suicide

The prevalence of suicidality among gay, lesbian, and bisexual youth is considerably higher than the reported rates for heterosexual youth. The strongest predictors for suicidality among all youth are substance abuse; victimization; social isolation; and exposure to suicide attempts or completion among family members. Homosexual and bisexual youth show significantly elevated rates for these risk factors. In addition, these youth experience other contributing risk factors for suicidality that differentiates them from heterosexual youth. The strongest predictors for suicidality, unique for sexual-minority youth, are gender non-conformity and younger age at time of homosexual identity formation. The population-based studies reviewed provided limited information about the association between religion and suicidality among youths. There is not just one risk factor most predictive of suicidal behavior among gay, lesbian, and bisexual youth, just as there is not for heterosexual youth. More likely it is the experience of multiple risk factors simultaneously in combination with low rates of protective factors that exacerbate suicidality among homosexual youth. It is hoped that the findings in this report might lead to the development of preventive interventions by identifying particular risk factors among these youth. (Contains 2 tables and 53 references.) (JDM)

ED 452 475 CG 030 909

CASAWORKS for Families: A Promising Approach to Welfare Reform and Substance-Abusing Women. A CASA White Paper.
PUB DATE- 01
NOTE- 16p.; Funding provided by the Robert Wood Johnson Foundation; The City of New York; the US Dept. of Health and Human Services; and the Annie E. Casey Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cocaine; *Drug Rehabilitation; *Females; *Interpersonal Competence; Marijuana; National Programs; Outcomes of Treatment; *Parenting Skills; Prevention; Program Development; *Substance Abuse; *Vocational Education; Welfare Recipients

CASAWORKS for Families is the first national demonstration program to provide simultaneously drug and alcohol treatment; literacy, job, parenting, and social skills training; family violence prevention; and health care to help substance-abusing

ED 452 496 CS 014 356

Topping, Keith
Peer- and Parent-Assisted Learning in Reading, Writing, Spelling and Thinking Skills. SCRE Spotlights 82.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Instructional Effectiveness; *Learning Strategies; *Parents as Teachers; *Peer Teaching; Reading Instruction; Skill Development; Spelling Instruction; *Thinking Skills; Writing Instruction
IDENTIFIERS- Learning Environments

The focus here is on learning by school-age children, assisted by the family and/or peers, and supported and managed by professional teachers. The author/educator, who specializes in researching paired learning, provides an outline of the essential concepts of peer-assisted and parent-assisted learning, followed by discussion of some specific practical evidence of its use in reading, writing, spelling, and thinking skills. (NKA)

ED 452 497 CS 014 359

Emergent and Early Literacy Workshop: Current Status and Research Directions. Proceedings (Bethesda, Maryland, September 21-23, 2000).
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Beginning Reading; *Early Intervention; Elementary Education; *Emergent Literacy; *Reading Skills; Research Design; Research Needs; Workshops
IDENTIFIERS- *Literacy Assessment

This paper summarizes the details of a workshop which sought to bring together researchers, practitioners, policymakers, and university educators to consider the current state of knowledge about emergent and early literacy learning, with the overarching question: what additional knowledge is needed about early literacy learning? Six specific topic areas were addressed: (1) Meeting Context, Background, and New Frontiers; (2) Emergent Literacy and Prevention; (3) Emergent Literacy and Identification of Risk Factors; (4) Emergent Literacy and Intervention; (5) Summary and Conclusions; and (6) Research Agenda and Suggestions for Practice. Common themes addressed in the workshop were: converging findings and research gaps in emergent and early literacy; practical concerns that influence research design and implementation in investigations of emergent and early literacy; and implications for individuals working in different professional roles and disciplines. The workshop also considered the influence of parents and caregivers in enhancing literacy skills, and it sought to identify processes that could assist families in implementing literacy activities and identifying whether their children might be at risk in literacy development. (EF) levels and included Grades 1 and 3. Participants, teachers who had not used the program previously, were encouraged to select one theme to pilot over a 6-week period; they also agreed to administer data collection instruments before and after instruction. A total of 33 teachers from 15 different schools in 7 different states volunteered to participate--21 at Grade 1 and 12 at Grade 3. A quasi-experimental pretest-posttest design was used. Before instruction students were administered two pretests; following the pretests, teachers taught the selected book or theme using resources and procedures contained in the Harcourt Reading Program. Students were administered the posttests upon completion of the selected theme. Results indicated: (1) increase in test scores on both of the national standardized tests, the Stanford Achievement Tests and the Metropolitan Achievement Tests, and on the Harcourt Reading Program assessment are both positive and statistically significant for all subtests and total test scores at both grades; (2) gains on both the instructional assessments and the standardized tests were approximately the same, indicating the results were not due to the focus of the instructional assessments; (3) gains of this magnitude are remarkable given that teachers volunteered to teach the units and did not receive extra training; (4) increases were greater for Grade 1 than for Grade 3; and (5) it is significant that no test scores stayed the same--they all increased. Contains 11 tables of data. (NKA)

ED 452 518   CS 014 382

McKnight, Caroline G.; Lee, Steven W.; Schowengerdt, Richard V.
Effects of Specific Strategy Training on Phonemic Awareness and Reading Aloud with Preschoolers: A Comparison Study.
PUB DATE- 01
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Instructional Effectiveness; *Phonics; Preschool Education; *Reading Aloud to Others; Reading Research; *Reading Skills
IDENTIFIERS- *Phonemic Awareness

Reading aloud and training in phonemic awareness have been promoted as two ways to increase children's reading ability. Reading aloud encourages children to find pleasure in reading and use literature to aid in learning. Children with early awareness of individual sounds in words, called phonemes, and the ability to manipulate them are more likely to become good readers. Using a multiple baseline across subjects design, the present study compared two preschool age children, matched on age, reading experience, and a pretest measure, during reading aloud and specific strategies targeted at training phonemic awareness. The training program was "Ladders to Literacy" and the children's progress was monitored using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Four DIBELS measures, Letter Naming Fluency (LNF), Sound Naming Fluency (SNF), Initial Phoneme Ability (IPA), and Phonemic Segmentation Ability (PSA) were used. Results showed that following training, each child's performance on SNF, IPA, and PSA improved; performance on LNF varied. Conclusions and future research are discussed. Contains 54 references, and a table and 6 figures of data. Appendixes contain a questionnaire and 16 lessons. (Author/RS) those in grades three and four, and each book presents stories on a particular theme. The Read-along Stories in this book are: "The Monkey Tree" (as retold by B.K. Sharma and Sharon Pugh); "The Big Green Bean of White Oak Hollow" (Theo Elizabeth Gilchrist); and "Uncle Edgar and the President's Eye" (Linda Allen). On an accompanying audiotape, stories are performed as radio dramas, allowing children to read along. The second half of each book provides ideas and guidelines for parents, as well as activities and books for additional reading. This book suggests ways for reducing or preventing stress, including: (1) noticing that something is bothering the child and that you care to help him or her; (2) putting as much order in the child's life as possible; (3) giving the child regular encouragement about things done well; (4) helping the child build friendships that support him or her; (5) being a good listener; (6) giving hugs and signs of affection; and (7) reassuring the child. Sections include: Stress Affects Your Child's Learning; Signs of Stress in Children; Questions about Stress and School; and Activities to Help Cope with Stress. Contains 39 references. (EF)

ED 452 538 CS 217 398

Making History Come Alive. Parents and Children Together Series.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 83p.; Accompanying audiotape not available from ERIC. For other books in the series, see CS 217 390-399.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Cultural Activities; *Cultural Education; Elementary Education; *Family History; Family Life; *Parent Student Relationship; *Reading Aloud to Others; *Reading Habits; Reading Motivation

IDENTIFIERS- Cultural Content; Historical Materials

This book, one of a series, shows how to help children develop a sense of personal, local, and national history. The message of the series urges parents and children to spend time together, talk about stories, and learn together. The first part of each book presents stories appropriate for varying grade levels, both younger children and those in grades three and four, and each book presents stories on a particular theme. The Read-along Stories in this book are: "Talking Leaves" (Debi Anderson); "Marvin Composes a Tea" (Pam Hopper); and "Mrs. Simkin's Bed" (Linda Allen). On an accompanying audiotape, the stories are performed as radio dramas, allowing children to read along. The second half of each book provides ideas and guidelines for parents, as well as activities and books for additional reading. Sections in this book include: The Past Is Last Week; History as Exploration; What Parents Can Do; Helping Danny Become a Good Reader; and Activities for Fun and Learning. To help understand history better, parents and children can: (1) make a time capsule of family artifacts; (2) make a family tree; (3) look at old photographs of family members together; (4) share books; (5) sing songs; (6) visit a police or fire station; (7) create a school scrapbook; (8) learn about folk medicine; (9) visit a cemetery; (10) visit

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Departments; Futures (of Society); Higher Education; *Teacher Role; *Technical Writing; *Technology Integration
IDENTIFIERS- Faculty Attitudes

As the 21st century begins, the clicking of computer keyboards is increasingly interrupting the calm of literary classrooms. The sound of new technology now marks the world in which students grow up and will live, how they learn, and in essence who they are. How do educators cope and make it all work? On a typical day this could happen: the department chair determines there is not enough money in the budget for a needed software program; the computer staff cuts off the campus mail server without telling you, the instructor; and your students complain that others in class are more, or less, computer literate than they are. The following are some ways to negotiate through these kinds of situations: first--form political alliances with your colleagues, administrators, the computer staff, and your students; and second--demonstrate your program's "productivity." Teaching technical writing is a continuous, and often frustrating, learning process. Despite its downsides, though, the technical writing teacher must be willing to "embrace" technology to be successful. (NKA)

ED 452 558   CS 217 525

Blumner, Jacob S.
Separating Siamese Twins: Can We Extricate WAC from Writing Centers?
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the National Writing Centers Association (5th, Baltimore, MD, November 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Higher Education; Program Development; *Writing Across the Curriculum; *Writing Improvement; *Writing Laboratories
IDENTIFIERS- Program Characteristics; Writing Contexts

This paper addresses the culture of writing in higher education from a multicultural perspective of those within the "monolith." The paper first notes that writing programs, more specifically writing across the curriculum (WAC), and writing centers work in similar ways by benefiting each other and sharing the broad mission of improving students' writing. It then points out the differences programs manifest in many ways, and each program has a more specific mission, explicitly stated or not. The paper does three primary things: first, it discusses the general missions of WAC programs and writing centers based on the goal of improving student writing; second, it discusses how the programs can and do coordinate; and third, it explores the structural implication of separating or combining the programs. (NKA)

ED 452 559   CS 217 526

Blaine, Suzanne
English Department Curriculum and Course of Study.

the Intercultural Perspective, are: (11) "The Emperor's Pot" (Donald Batchelder); (12) "Simulating Culture Shock" (Indrei Ratiu); (13) "Double-Loop Thinking: Seeing Two Perspectives" (Anne B. Pedersen); (14) "Cultural Deconstruction Exercise" (Linda B. Catlin and Thomas F. White); (15) "Hopes and Fears" (Ann Hubbard); (16) "Word Meanings across Cultures" (Donald W. Klopf); (17) "How We Each See It: Host Parents" (Judith M. Blohm); (18) "The Cooperative Map Exercise" (Donna L. Goldstein); and (19) "Realistic Expectations: The American Overseas Experience" (Judith M. Blohm and Michael C. Mercil). Essays in section four, Working Together, are: (20) "Work Values Exercise" (Carol Wolf); (21) "What Do They Bring?" (Donna L. Goldstein); (22) "The Culture Compass" (Paula Chu); (23) "Racism 101" (Ellen Summerfield); and (24) "Sharing Work Space: Japanese and Americans" (Mary D. Imanishi). Essays in section five, Analyzing Cross-Cultural Incidents, are: (25) "Negative Red Flags" (Elijah Lovejoy); (26) "Positive Red Flags" (Elijah Lovejoy); (27) "Reciprocal Red Flags" (Elijah Lovejoy); (28) "Framework for Using Critical Incidents" (Margaret D. Pusch); and (29) "Improvising Critical Incidents" (James Baxter and Sheila Ramsey). Essays in section six, Returning Home, are: (30) "Saying Goodbye" (Judith M. Blohm); (31) "Preparing for the Return Home" (Cornelius Grove); and (32) "My Fellow Americans" (J. Daniel Hess). (NKA)

ED 452 577   CS 510 557

Fowler, Sandra M., Ed.; Mumford, Monica G., Ed.
Intercultural Sourcebook: Cross-Cultural Training Methods. Volume 2.
PUB DATE- 99
NOTE- 374p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cross Cultural Training; Instructional Effectiveness; *Intercultural Communication; Multicultural Education; Skill Development; Small Group Instruction; *Training Methods
IDENTIFIERS- Cross Cultural Teaching; Self Awareness; Training Needs

This comprehensive collection of training methods and exercises used by top trainers in the cross-cultural field contains resources essential for cross-cultural learning. This second volume of the collection includes articles by 34 leading cross-cultural trainers and covers new or divergent training methods for cross-cultural skill development and intercultural learning. Articles in the collection include: "Introduction to Self-Awareness Inventories" (C. Brown and K. Knight); "The Four-Value Orientation Exercise Using a Self-Awareness Inventory" (P. Casse); "Self-Awareness and Development Using the Overseas Assignment Inventory" (M.F. Tucker); "Cross-Cultural Adaptability Inventory" (C. Kelley and J. Meyers); "A Measure of Intercultural Sensitivity: The Intercultural Development Inventory" (M.R. Hammer); "Using Videos as Training Tools" (R.S. Hopkins); "Developing a Dual Perspective" (C. Hartley and R.S. Hopkins); "Training with Video" (N.M. Sussman); "Going International   Valuing Diversity = Tools for Training" (N. Loewenthal and R. Hayles); "Cold Water: Intercultural Adjustment and Values Conflict of Foreign Students and Scholars" (L.M. Meucci and N. Ogami); "Small Group Exercises as Intercultural Training Tools" (S.M. Fowler and M.G. Mumford);

Committee on Middle Schooling for the Western Australia Minister for Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescent Attitudes; *Adolescent Development; Curriculum Design; Curriculum Development; Educational Change; Educational Legislation; *Educational Planning; *Educational Policy; Educational Practices; Educational Principles; Educational Resources; Foreign Countries; *Middle Schools
IDENTIFIERS- *Australia; Australia (Tasmania)

This report of the Australian Ministerial Committee on Middle Schooling examines emerging conceptions of middle schooling and educational arguments regarding adoption of middle schooling, weighs financial implications, and provides several brief policy recommendations. Chapter 1, "Introduction," reviews the establishment of the committee, the broader social context in Western Australia, and the report's terminology and approach. Chapter 2, "Adolescence and Adolescents," explores the challenges to educational planners considering middle schooling posed by the psychological and social needs of adolescents in such areas as mental health, friendships, intellectual development, and identity. Chapter 3, "Planning a Curriculum for Middle Schooling," examines the need to develop a shared understanding of fundamental issues, Western Australian curriculum requirements, and key elements in planning the middle school curriculum. Chapter 4, "Planning Infrastructure," analyzes current schools, staff, funding patterns, and capital costs relevant to consideration of middle schooling. Chapter 5, "Endnotes," offers brief policy recommendations, concluding that adoption of middle schooling presents challenges that can be overcome only through careful planning. (Contains 40 references) (TEJ)

ED 452 596 EA 030 969

Lawrence, C. Edward; Vachon, Myra K.; Leake, Donald O.; Leake, Brenda H.
The Marginal Teacher: A Step-by-Step Guide to Fair Procedures for Identification and Dismissal. Second Edition.
PUB DATE- 01
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Employee Assistance Programs; *Personnel Evaluation; Personnel Policy; Teacher Competencies; Teacher Discipline; *Teacher Dismissal; *Teacher Effectiveness; Teacher Evaluation; *Teacher Improvement; Teacher Responsibility; Teacher Rights
IDENTIFIERS- *University of Nevada Las Vegas

This work provides sample letters, charts, timelines, and checklists, to help principals adequately prepare for possible teacher dismissal. Chapter 1, "Describing the Marginal Teacher," lists traits common to marginal teachers. Chapter 2, "Establishing the Teacher Evaluation Process," presents a monthly timeline for assessing teacher performance during the school year. Chapter 3, "Beginning the Evaluation Process," offers a review of key steps and provides nine sample documents for use in September evaluations. Chapter 4, "Identifying Teachers in Need of Assistance," explores processes for scheduling. The targeted population consists of high school students in a growing, middle-class community, located in a suburban setting of a large mid-western city. The historical background of block scheduling is documented through data gathered using attendance reports, student referrals, suspensions, grade distribution data, and parent, student, and teacher surveys. Student attendance was an area that the school administration assessed for possible improvement. Another problem area addressed was to seek a calmer, safer, more academic school climate. The administration also sought to enhance student achievement. Block scheduling strategies consisting of changes in instructional strategies, time management, staff development, opportunity for innovations, resulted in a more flexible and productive school environment. Project result data indicated percentage increases in attendance, a general declining tendency in referrals with the same tendencies in suspensions, and no significant change in the percentage of grade distribution. Surveys indicate a positive feeling with regard to keeping block scheduling within the school system. The appendix contains questionnaires and percentage responses from students, parents, and teachers. (Contains 25 references.) (MLF)

ED 452 616   EC 308 373

Strip, Carol A.
Ayudando a Ninos Dotados a Volar: Una Guia Practica para Padres y Maestros (Helping Gifted Children Soar: A Practical Guide for Parents and Teachers).
PUB DATE- 01
NOTE- 288p.; Produced with Gretchen Hirsch. For the English version, see EC 308 110.
LANGUAGE- Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; Academically Gifted; *Child Rearing; Curriculum Development; Decision Making; Educational Strategies; Elementary Secondary Education; *Gifted; Hispanic Americans; *Parent Child Relationship; *Parent Teacher Cooperation; Performance Contracts; Social Integration; Spanish Speaking; Student Placement

Intended for parents of gifted children, this book, in Spanish, stresses the importance of positive relationships between parents and teachers as they work to meet children's academic, emotional, and social needs. Individual chapters address the following topics: (1) parenting the gifted child as a wild roller coaster ride; (2) determining whether your child is gifted; (3) testing and screening--how schools identify giftedness; (4) the importance of parents and teachers understanding each other; (5) classroom environment and curriculum for the gifted student; (6) learning options beyond the classroom including acceleration, alternatives to acceleration, and the guided learning plan; (7) making choices about what kind of placement and curriculum is best for your child; (8) learning contracts--what they are and what they do; (9) building trust and building relationships; (10) accepting the gifted child; (11) supporting gifted children including discipline, dealing with life, and books as allies; (12) parents and teachers working together for the child's sake; (13) questions and answers; and (14) concluding thoughts. (Contains 101 references.) (CR)

ED 452 635 EC 308 392

McConnell, Scott; McEvoy, Mary; Carta, Judith J.; Greenwood, Charles R.; Kaminski, Ruth; Good, Roland H., III; Shinn, Mark
Accountability Systems for Children between Birth and Age Eight. Technical Report #1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 20p.; With assistance from James Ysseldyke and Paula Goldberg. For related technical reports, see EC 308 393-398.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Child Development; Data Analysis; Data Collection; Definitions; *Disabilities; Early Childhood Education; *Evaluation Methods; Program Evaluation; *Standards; Student Evaluation; Systems Approach; Young Children

This technical report presents issues related to defining and applying accountability systems for young children, including those with disabilities. It notes that reaching shared perspectives on definitions of accountability systems and their constituents remains complicated by the number of levels to which such systems can apply (e.g., child-, family-, state-, or nation-focused) and multiple meanings stakeholders place on frequently used terms (e.g., "outcomes," "indicators," and "benchmarks"). The report addresses limitations imposed by four major issues: (1) the relative novelty of applying such systems to young children; (2) the emphasis on nomothetic and consensus-based approaches; (3) the still-growing state of knowledge on links between early functioning and later competency; and (4) the exclusion of children with disabilities. The report proposes a set of standards to guide development of accountability systems for young children focusing on children's growth and development, feasibility, application to multiple levels of analysis, and generation of important information to all stakeholders. These standards are the foundation of the Early Childhood Research Institute on Measuring Growth and Development, a 5-year collaborative project to create a comprehensive assessment system, aggregate individualized data to describe group-level outcomes, and generate interventions. (Contains 43 references.) (DB)

ED 452 636 EC 308 393

McConnell, Scott; McEvoy, Mary; Carta, Judith J.; Greenwood, Charles R.; Kaminski, Ruth; Good, Roland H., III; Shinn, Mark; Ysseldyke, James; Goldberg, Paula
Selection of General Growth Outcomes for Children between Birth and Age Eight. Technical Report #2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 24p.; With assistance from James Ysseldyke and Paula Goldberg. For related technical reports, see EC 308 392 and EC 308 394-398.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Child Development; Cognitive Development; Communication Skills; *Disabilities; Early Childhood Education; Elementary Education; Evaluation Methods; Language Acquisition; Motor Development; National

systems. Challenges and possible strategies for addressing the challenges are provided as identified by researchers, policymakers, and practitioners, based on a model developed by the National Center on Educational Outcomes. The strategies presented are concrete approaches to address challenges that policymakers and practitioners are seeing in early implementation of inclusive assessment and accountability systems. Strategies include: (1) intensify work on alignment of curriculum, instruction, and assessment, but with more formalized evaluation of opportunity to learn and teacher performance; (2) make general education teachers more responsible for differentiated instruction and help special education teachers focus on preparing students for community life, independence, and employability; (3) develop a standards assessment model with inclusivity built in at all levels, including assessment item and process development, administration, scoring, and reporting; (4) review accountability processes and products to make changes as necessary based on data that are emerging; and (5) articulate civil rights issues to all stakeholders and embrace the reality that all students have the right to an opportunity to learn and fair assessment and accountability practices. Further recommendations are provided. (Contains 11 references.) (CR)

ED 452 655 EC 308 413

Thompson, Sandra; Thurlow, Martha; Whetstone, Patti
Recommendations for Addressing Standards and Assessments on State and District IEP Forms. NCEO Policy Directions, Number 12.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Accountability; Compliance (Legal); *Disabilities; *Documentation; *Educational Assessment; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Individualized Education Programs; Policy Formation; Student Evaluation; Student Participation; Testing
IDENTIFIERS- Alternative Assessment; Amendments; Individuals with Disabilities Educ Act Amend 1997; *Individuals with Disabilities Education Act

This paper discusses federal requirements for addressing general education curriculum standards and student participation in educational assessments in the Individualized Education Programs (IEPs) of students with disabilities. Specific regulations of the Individuals with Disabilities Education Act are cited, and the following recommendations are offered for addressing standards and assessment on IEPs: (1) whenever access to the general curriculum is mentioned on an IEP, there should also be mention of access to the educational standards that apply to all children; (2) develop participation decision-making processes of IEP teams, and reflect these on the IEP form; (3) include "alternate assessment" on the list of assessment participation options; (4) specify important implications of assessment decisions on the IEP form; (5) post state IEP forms in easily accessible locations on state education agency Web sites; (6) offer statewide training, This report presents an overview of the energy management plan for Tasmanian schools designed to minimize the costs of all forms of energy usage within these facilities. The policy and objectives of the plan are provided along with details of the plan itself and its current status. Appendices contain an extract from Asset Management Plan for Real Property Assets, a template for writing the Project Definition Statement for Energy Management, a list of sites identified for listing on the energy management program for 1997/98, and a draft of an energy audit discussion document. (GR)

ED 452 675 EF 005 897

Vandalism Isn't Funny, It's a Crime! Minimising Wilful and Accidental Damage to DoE Buildings.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Prevention; *Public Schools; School Security; *Vandalism
IDENTIFIERS- Australia (Tasmania); *Public Places

This document presents guidance for protecting Tasmanian schools, buildings, and property from damage through vandalism, arson, and negligence; clarifies responsibilities; and provides advice to those who manage or use the schools. The extent of the school damage problem is outlined, along with an assignment list of responsibilities and an explanation of the Department of Education Secretary's role, as well as the role of building occupants and the public. Concluding sections present a building inspection checklist to help ensure that the likelihood of damage is minimized and provide a list of resources for assistance. (GR)

ED 452 676 EF 005 898

Brooks, Duwayne; Williams, Robert; Pendleton, Sue
Guide to School Site Analysis and Development: 2000 Edition.
PUB DATE- 00
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Size; Elementary Secondary Education; *Equal Facilities; *Guidelines; Master Plans; *Public Schools; *Site Analysis; Site Development
IDENTIFIERS- *California

This document updates California's 1966 guidelines for school district determination of land size needs to support their education programs. The guide reflects the changes in educational programs that have affected school site usage and size requirements and includes recommended changes in site acreage for very large schools; equal access for female athletes; classroom size and class size reductions; the need for a master plan of the site and functional link between educational specifications and site size; and site requirements for county community schools, community day schools, and continuation high schools. Also provided are numerous dimensional figures for athletic fields and courts. The difficult to make the needed behavior changes. (Contains 33 references.) (KFT)

ED 452 699 FL 026 671

Lally, Carolyn Gascoigne, Ed.
Foreign Language Program Articulation: Current Practice and Future Prospects. Contemporary Language Education Series.
PUB DATE- 01
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Educational Mobility; Educational Planning; Second Language Instruction; *Second Language Learning; Secondary Education; Speech Tests; Standardized Tests; Student Evaluation; Transfer Programs
IDENTIFIERS- Minnesota; New York; South Carolina; United States

Few matters induce more dialogue among foreign language among educators than the problem of students' transition between levels of language study. Secondary school teachers worry about how best to integrate a diversely prepared freshman population into their curriculum. The aim of this edited volume is to assemble the theory, research, and vision of leaders in the field of foreign language articulation into a single volume that will benefit foreign language educators, students, program administrators, and researchers by presenting models of the most recent articulation efforts in the United States. Chapter titles include the following: "Foreign Language Placement Examinations: A Brief History of the Standardized Test" (Luis E. Latoja); "Foreign Language Articulation: Using the National Standards as a Guide for Local Articulation Efforts" (Carolyn Gascoigne Lally); "Composition and Articulation: Classroom Practice, National Standards, and Academic Alliances" (Clara Krug); "Sequential Foreign Language Programs: Articulating Language and Literature" (Anne Fountain); "The South Carolina Project for Improved Articulation" (Darrell J. Dernoshek); "Changing Perspectives and Practices in Foreign Language Classrooms: A CAAP Update" (Deborah Wilburn Robinson); "Articulation Efforts in New York State" (Anita Jones Vogely); "The Minnesota Articulation Project: Past, Present, and Future" (Diane J. Tedick, Cheryl Alcaya); "Foreign Language Articulation and the Social Climate" (Winnifred Adolph); and "Articulating Foreign Language Programs: The Need for New, Curricular Bases" (Heidi Byrnes). (KFT)

ED 452 700 FL 026 672

Daniel-White, Kimberly, Ed.
Working Papers in Educational Linguistics, 2000.
PUB DATE- 00
NOTE- 102p.; Published twice per year. Additional editors are Cristi Alberino, Jennifer Freeman, Mark Ouellette, Angie Reyes, and Diana Schwinge. For related document, see FL 026 673-677.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Bilingual Education; Class Activities; Elementary Secondary Education; English for Special Purposes; English (Second Language); Grammar; Higher Education; Language Planning; Literacy; Second Language Instruction; Second Language Learning; Speech Acts

under study. The subject of this dossier is Swedish spoken in Finland. Swedish is one of two official languages in Finland. A very large minority of Finns are Swedish-speaking, and the number of bilingual families is increasing. The Swedish-speaking population of Finland can be traced back to medieval times when Swedish farmers colonized parts of Finland, and Finland was part of Sweden for more than 600 years (until 1809). (Contains 31 references.) (KFT)

ED 452 720 FL 026 693

Gardner, Nick
Basque: The Basque Language in Education in Spain. Regional Dossiers Series.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 00
NOTE- 38p.; For other documents in the series, see FL 026 686-92 and FL 026 694.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basque; Cultural Maintenance; Educational Policy; Ethnic Groups; Foreign Countries; *Heritage Education; *Language Maintenance; Language Minorities; *Language Planning; National Programs; *Native Language Instruction; Official Languages; Second Language Instruction; Second Language Learning; Spanish; Uncommonly Taught Languages
IDENTIFIERS- European Union; *Spain

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union--the Basque country of northern Spain. Details are provided about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is Basque or Euskara. In addition to three provinces in southwestern France, it is spoken in four Spanish provinces--Alava, Biscay, Guipuzcoa, and Navarre, collectively known as the southern or peninsular Basque country. It is a language completely surrounded by Indo-European languages and yet is totally different--a fact that has interested researchers for centuries. (Contains 34 references.) (KFT)

ED 452 721 FL 026 694

Jan Renkema, Wim; Ytsma, Jehannes; Willemsma, Adalgard
Frisian: The Frisian Language in Education in The Netherlands. Second Revised Version. Regional Dossiers Series.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 97
NOTE- 28p.; For other documents in the series, see FL 026 686-693.

ED 452 741 FL 801 439

Alegre, Mary Kay; Mansoor, Inaam; Moss, Donna; Phillips, Vanessa

Equipped for the Future: Lesson Planning for the Adult ESL Classroom. Winter 2000. Facilitator's Guide and Participant's Guide.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Adult Education and Literacy.

PUB DATE- 00

NOTE- 94p.; For a related document on adult ESL in the classroom, see FL 801 436.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; Class Activities; Educational Technology; *English (Second Language); *Instructional Materials; *Lesson Plans; Resource Materials; Second Language Instruction; Second Language Learning; *Teacher Education; Visual Aids; Workshops

This document consists of the facilitator's guide and the participant's guide for lesson planning in the adult English-as-a-Second-Language (ESL) classroom. The facilitator's guide contains the instructions, overheads, and reference materials for a 6-hour workshop on lesson planning for the adult ESL classroom. It is designed to be used by the person running the workshop and contains a very detailed schedule, complete with reference materials and overheads. The reference materials include several sample handouts for workshop participants. The participant's guide contains the same type of reference materials as well as a questionnaire to be filled out for evaluation purposes. It also contains an annotated bibliography with 39 published and online references. (KFT)

ED 452 742 FL 801 441

Worker-Centered Learning: A Union Guide to Basic Skills.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.

PUB DATE- 99

NOTE- 141p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Adult Basic Education; Class Activities; Curriculum Development; Guidelines; Labor Force Development; Lesson Plans; *Teacher Education; *Unions; *Workplace Literacy

IDENTIFIERS- *AFL CIO

This guide is designed to be used by union leaders wishing to increase the basic skills (the full array of reading, writing, communication, math, reasoning, and problem-solving skills) of their members by running a workplace learning program. It provides guidelines for analyzing the needs of the target group of workers and for developing an education and training strategy that will meet the members' needs. The guidebook is divided into three parts, six chapters, and four appendices. The four chapters in Part one contains information that will assist the program leader in understanding the basic issues to be dealt with in a workplace learning center, and how this education project can be made part of the union's agenda for explaining larger issues to the members. In part two, two chapters provide nine specific action steps for designing a

Policies" (Laura G. Lape); "An Odyssey through Copyright's Vicarious Defenses" (David Nimmer); and relevant Web sites; (4) "Patents," including "First-To-File vs. First-To-Invent: Will Universities Be Left Behind?" (case comment); "The Written Description Requirement of 35 U.S. C. 112(1): The Standards After Regents of the University of California v. Eli Lilly Co." (Mark J. Stewart); and relevant Web sites; (5) "Trademarks," including "Logo Cops: The Law and Business of Collegiate Licensing" (Robert Lattinville); "Names and Logos: Protection Under Intellectual Property Laws and Consequences" (Balaram Gupta); "Contract Issues for the Campus Lawyer: Licensing Programs" (Paul Ward); and relevant Web sites; (6) "Software," including: "Three Ways To Protect Computer Software" (Carey Ramos and David Berlin); and "The Relative Roles of Patent and Copyright Protection of Computer Programs" (Dennis S. Kajala); (7) "Internet," including "Intellectual Property Basics for Cyberspace: Trademark Basics" (Gail E. Gunnells); "Intellectual Property and Privacy Issues on the Internet" (Daniel W. McDonald, John E. Reich, and Scott E. Bain); and "Visual Artists' Rights in a Digital Age"; (8); "Ownership and Disclosure of Research Data," including "Research Under the Microscope: A Primer on University Research Programs" (Nick Goodman); "Human Subjects Research: New and Revisited Issues" (Lisa Vincler); and "Research Data" (Christine Hughes); (9) Annotated Web Site List"; and (10) "Additional Resources." (SM)

ED 452 762   HE 033 977

Morris, L. Michelle; Cejda, Brent D.
Integrated Marketing in Higher Education. Research Report 01-01.
PUB DATE- 01
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cost Effectiveness; *Enrollment; *Higher Education; *Integrated Activities; *Marketing

Integrated marketing deals with aspects often referred to as the "4 Ps": product, price, place, and promotion. These aspects have also been described as the "4 Cs": customer, cost, convenience, and communication. Integrated marketing has been defined as "a listening-first, database-dependent approach to marketing that includes both a willingness to segment and coordinate such strategic assets as product/customer, price/cost, and place/convenience and to develop effective promotion/communication strategies for key target audiences" (R. Sevier, 2000). Generally, universities have used marketing to enhance enrollment. Integrated marketing includes enrollment management, but the integration may include aspects of institutional advancement, image enhancement, and public relations. Most certainly, planning is an important part of integrated marketing efforts. Integrated marketing became a popular buzzword on college campuses during the 1990s. By 1999, a majority of colleges and universities in the United States reported practicing integrated marketing concepts at some level. This report provides an introduction to the concept and reviews sources related to integrated marketing in seven areas: (1) advancement; (2) enrollment management/recruiting; (3) image/branding; (4) integrated marketing/integrated marketing communication; (5) marketing/marketing management; (6) planning; and (7) public relations/promotion. Key resources in each of these areas are annotated in seven appendixes, and additional references are provided. (Contains 46 references.) (Author/SLD)

Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Higher Education; *Individual Development; Likert Scales; Models; *School Holding Power
IDENTIFIERS- *City University of New York Lehman College

Lehman College of the City University of New York has begin a 5-year project to improve the retention of first-time, full-time regularly admitted freshmen through the implementation of a student development model. The development of this model is described and the results of some preliminary studies are presented. As part of the project, researchers are testing the seven-stage Kreuzer-Johnson (P. Kreuzer and A. Johnson) Student Development Model and investigating whether a set of defined measures can be used to determine passage through the seven stages of development and to predict attrition or retention. This study focuses on the reliability of the first part of the Student Experience Survey, which will measure attitudes toward the college experience. This instrument is a 50-item questionnaire with Likert scale items that can be divided into 4 10-item subscales to assess attitudes toward specific aspects of the student experience. The pilot of the questionnaire was administered to 340 freshmen in a Freshman Year Initiative program, and the reliability of the total test was found to be 0.81. Item analysis identified 4 flawed items, and the revised survey was administered to 284 students, yielding a total test reliability of 0.89. The next step will be to determine if the survey had predictive validity. (SLD)

ED 452 784   HE 034 004

Wilson, Stanley H.; Gallagher, Jo D.; Elbaum, Leonard; Smith, Douglas H.
Problem-Based Learning in a Physical Therapy Program and Subsequent Clinical Practice: The Practitioners' Perspectives.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Experience; *Graduates; Higher Education; Interviews; *Physical Therapists; Physical Therapy; *Problem Based Learning; Qualitative Research

This study examined the perspectives of three graduates of a problem-based learning (PBL) physical therapy (PT) program about their clinical practice. Researchers used qualitative methods of observation, interview, and journaling to gather the data. Three sessions of audiotaped interviews and two observation sessions were conducted with the three graduates, and each participant also maintained a reflective journal. Content analysis showed that, from the participants' perspectives, they were practicing at typically expected levels as clinicians. The attributes that governed the perspectives of the participants about their physical therapy clinical practice included flexibility, reflection, analysis decision making, self-reliance, problem-solving, independent thinking, and critical thinking. Further, the findings indicated that the management software is necessary; and (4) the existence of course specific software is needed. This work can serve as a model for other early followers within the university, and can also serve as a model for faculty at other institutions who wish to be early followers and create pedagogical use of technology that is scalable. (Contains 11 references.) (AEF)

ED 452 804   IR 020 612

Matthews, Harry R.; Sommer, Barbara; Maher, Michael; Acredolo, Curt; Ho, Arnold; Falk, Richard
Evaluation of Scalable Applications of Information Technology to On-Campus Learning.
PUB DATE- 00
NOTE- 17p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Computer Assisted Instruction; Computer Uses in Education; Educational Technology; Enrollment; Higher Education; Instructional Effectiveness; Interaction; *Online Systems; Pilot Projects; Program Evaluation

The University of California, Davis, is transforming large general education courses in a cost-effective way that maintains high academic standards in the face of rising student enrollments. Two multi-year pilot projects have demonstrated the feasibility of using rich online learning environments to reduce the dependence on formal lectures. This resulted in more opportunity for interactions in small groups and reduced the constraints of lecture hall capacity on student enrollment. Evaluation of 10 more classes distributed across disciplines by a multidisciplinary group of faculty and staff funded by the Mellon Foundation has three components: student learning, cost, and user profiling. This paper demonstrates the rich learning environments used for the prototype projects (involving an Oracle relational database, Cold Fusion middleware, a Web server, and a Web browser) and presents the extensive evaluation data on outcomes, including traditional examination data, student perceptions assessed in high-yield anonymous questionnaires, and objective data, on how students used the materials available. (Contains 15 references.) (AEF)

ED 452 805   IR 020 613

Gresh, Kathy S.; Mrozowski, Susan
Faculty/Student Interaction at a Distance: Seeking Balance.
PUB DATE- 00
NOTE- 11p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; Higher Education; Instructional Innovation; Online Systems; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Johns Hopkins University MD

Interaction between instructors and learners is a critical

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Development; *Educational Objectives; *Educational Policy; Educational Research; *Educational Technology; Elementary Secondary Education; Evaluation; *Evaluation Criteria; Instructional Effectiveness; Policy Formation

This paper suggests that evaluation research about education policy is intended to affect decisions and typically addresses pedagogy, politics, and economics, all simultaneously. The paper begins with two assumptions: first, the need to do credible science, and second, the need for science to advance the contribution that instructional technology might make to learning. It is divided into six sections: (1) Evaluation Research about Instructional Technology Policies; (2) Pedagogy (efficacy of instructional technology, multiple sources of learning, learning outside the school, and implications for a research agenda); (3) Politics; (4) Economics (capital decisions, public benefits of private investment, and roles of government); (5) Four Instructional Technology Additions to the Existing Conception of Schooling (adding an education focus to the school focus, adding a learning focus to the teaching focus, adding homes to schools-adding parents to teachers, and moving learning to the learner); and (6) Four Evaluation Research Questions from Four Perspectives (science, pedagogy, politics, and economics). (Contains 10 footnotes.) (AEF)

ED 452 824   IR 020 661

Becker, Jonathan
The Cyberspace Regionalization Project: Simultaneously Bridging the Digital and Racial Divide.
PUB DATE- 99
NOTE- 8p.; In: The Secretary's Conference on Educational Technology, 1999: Evaluating the Effectiveness of Technology. Proceedings (Washington, D.C., July 12-13, 1999); see IR 020 654.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affiliated Schools; Computer Assisted Instruction; *Computer Mediated Communication; Computer Uses in Education; *Cooperative Learning; Group Activities; High School Students; High Schools; Racial Differences; *Racial Identification; *Racial Relations; Telecommunications

The Cyberspace Regionalization Project uses advanced audio-visual telecommunications to bridge gaps of geography and socioeconomic status between two New Jersey high schools, one white and affluent and one black and low income. Using audio-visual links provided by Intel ProShare software and equipment, students and teachers from the two schools work together on a variety of curricular and co-curricular activities. Real-time images of the students are displayed on a computer monitor while they work together on various projects such as a science experiment or an electronic literary magazine. Teachers, trained under a grant from AT&T, design the interactions and supervise the students throughout the project. The major goals of the project are to: (1) Create an infrastructure of telecommunications to connect two high schools separated by 70 miles; (2) Familiarize and train teachers and students at both schools in its use; (3) Create programs or activities to bring the students and teachers together; (4) Apply those programs to from 14,204 to 6,771 cases. However, the program's success in achieving economic self-sufficiency for participants has been mixed. Among 2,129 participants who left W-2 during the firsts 3 months of 1998, 1,377 filed 1999 Wisconsin tax returns. Of those who filed, 643, or 47 percent, had incomes above the federal poverty level when earned income tax credits were included. In addition, 26 percent of those who left the program from January through March of 1998 had returned for cash assistance or other services by July 2000. Legislative challenges to be considered before the next contract period for W-2, which begins in January 2002, include the problem of returning participants and those with multiple or severe barriers to employment; how to best address the needs of those who are nearing time limits on program participation; and how to assist individuals who have entered the work force in maintaining their employment, advancing, and raising themselves and their families out of poverty. (Fifteen appendixes provide statistical information about the W-2 program and a response to the study from the Wisconsin Department of Workforce Development.) (KC)

ED 452 352 CE 081 558

Excerpt from "The Voice of THIMUN The Hague International Model United Nations Youth": Action Papers from the Annual Session of the THIMUN Youth Assembly (1st, The Hague, The Netherlands, January 21-26, 2001).
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Career Education; Computer Uses in Education; Critical Thinking; Developed Nations; Developing Nations; *Education Work Relationship; *Educational Improvement; *Educational Needs; Foreign Countries; *Futures (of Society); Motivation; Partnerships in Education; Postsecondary Education; School Business Relationship; Secondary Education; Teacher Role; Teacher Student Relationship; Technical Education; Technology Transfer; Vocational Education; Youth Employment; *Youth Opportunities; Youth Programs

The education systems that are in place throughout the world were created for a society different from the one that exists now. These outdated educational systems lead to a lack of motivation on the part of teacher and student and stifle new initiatives. Actions to improve this situation include the following: (1) revising the current amount and methods of communication between the teacher and the student, with the goal being to achieve a more active student role in the classroom; (2) building teachers' capacity and leadership qualities; (3) breaking the tradition of teaching in a straight line in order to allow creative solutions and critical thinking; (4) integrating new technologies; (5) developing partnerships with the private sector to tackle the challenges of education; and (6) integrating educational needs with teaching methods. Challenges to the education system of the future include linking education to employment, improving vocational training, increasing student support systems, developing partnerships between education and business, addressing the rural-urban divide, eliminating corruption, and committing to youth education and employment. (KC) (self-estimation of career events versus actual jobs held). Because free agent workers have nontraditional careers, they lack access to the traditional career development opportunities that are available to workers who follow more traditional career paths. Two important career development strategies for free agent workers are engaging in learning and networking. Free agent learning is voluntary, self-directed, and focused primarily on new jobs. Networks serve several career development-related purposes for free agent learners. For example, networks fulfill free agent workers' need for contact with others, and they provide the contacts needed for professional success and survival. The networks may be virtual or take more traditional forms, including regular conference calls and meetings. (Contains 10 references.) (MN)

ED 452 370   CE 081 631

O'Shea, Daniel; King, Christopher T.
The Workforce Investment Act of 1998: Restructuring Workforce Development Initiatives in States and Localities. Rockefeller Report No. 12.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accountability; Adult Education; Adult Literacy; Delivery Systems; Economic Factors; Educational Finance; *Educational Legislation; Educational Policy; Employment Services; Family Literacy; Federal Government; *Federal Legislation; *Federal State Relationship; Financial Support; Government Role; Government School Relationship; Information Management; *Job Training; *Labor Force Development; Policy Formation; Program Implementation; Public Policy; State Action; State Federal Aid; *State Programs; Systems Approach; Vocational Rehabilitation; Welfare Recipients
IDENTIFIERS- Job Training Partnership Act 1982; One Stop Centers; Rehabilitation Act Amendments 1992; Tennessee; Texas; Wagner Peyser Act; Washington; *Workforce Investment Act 1998

The Workforce Investment Act of 1998 (WIA) was the first significant attempt to retool the nation's workforce development programs since the early 1980s. Titles I-V of the WIA do the following things: (1) establish the purposes, goals and operational framework of a workforce development system designed to increase participants' employment, retention, occupational skills, and earnings through one-stop centers in all local workforce investment areas; (2) reauthorize adult education and family literacy programs through fiscal 2003; (3) amend the Wagner-Peyser and related acts; (4) reauthorize Rehabilitation Act programs and link them to state and local workforce development systems; and [illegible] authorize states to unify workforce programs and other general provisions. Key features of the WIA are as follows: planning; one-stop service delivery; work-first and service sequencing; systemic accountability; and market mechanisms. Research on implementation of the WIA in Texas, Tennessee, and Washington has identified a number of practical issues related to funding, the one-stop approach, access to training, and information management that states must face as they attempt to implement the WIA. Those planning and implementation issues take on greater significance in the context of the following

*Educational Change; Educational Policy; Equal Education; Experiential Learning; Feminism; Foreign Countries; *Higher Education; Independent Study; *Participation; School Community Relationship; Social Isolation; Womens Education
IDENTIFIERS- Ireland; Radical Education; Self Direction; Social Capital; United Kingdom

These 12 papers support the view that the current, general interest in widening participation in higher education in the United Kingdom may provide opportunities to radicalize policies and intervene strategically in institutional practices in ways that help to influence them. "Introduction" (Jane Thompson) precedes "Joining, Invading, Reconstructing" (Janice Malcolm), which uses the author's personal experience to clarify her concerns about the contemporary practice of widening participation. "Beyond Rhetoric" (Mary Stuart) highlights one methodology for participation in higher education that grew out of approaches used in third world development and philosophically linked to the ideal of a popular education. "Peripherality, Solidarity, and Mutual Learning in the Global/Local Development Business" (Anne Ryan) claims educational interventions that celebrate rather than problematize the experiences of those at the periphery are characterized by solidarity and mutual learning. "Common Goods" (Tom Steele) proposes adult education has a vital role to play in new educational synthesis, if a genuinely participatory mass democracy and an active toleration of cultural and sexual difference is to be achieved. "Concepts of Self-Directed Learning in Higher Education" (Richard Taylor) insists the role of the radical educator is to encourage and support the democratic and progressive articulation of self-directed learning. "Social Capital" (Loraine Blaxter, Christina Hughes) considers this concept within a frame that extends critical thinking about issues of social inclusion. "Women's Community Education in Ireland" (Anne B. Ryan, Brid Connolly) discusses how this thriving system has been considerably shaped by feminist ideas and practice, its connection to grass-roots organizations and the academy, and contribution of theories dealing with complexity, contradiction, and ambiguity. "Friendship, Flourishing, and Solidarity in Community-Based Adult Education" (Keith Hammond) looks at the way Aristotle's practical philosophy informs a community-based adult education project in and around Glasgow. "Missionary and Other Positions" (Pat Whaley) describes a joint initiative between the University of Durham and the Cleveland Community Enterprise Network to develop an accredited undergraduate program in community development and enterprise. "Widening Participation Through Action Learning in the Community (ALIC)" (Marjorie Mayo, Anan Collymore), a dialogue between a project evaluator and a project worker, provides project worker's account of ALIC's specific aims and objectives and aims and achievements of ALIC participants. "Working with Contradictions in the Struggle for Access" (John Bamber et al.) suggests actions and strategies that can make a positive difference in institutional contradictions. "Turning the Discourse" (Jim Crowther et al.) explores how the tradition of social purpose can survive, even thrive, in institutions now expected to behave as if they had never had one. Papers contain references. (YLB)

ED 452 387   CE 081 655

Tough, Allen
Reflections on the Study of Adult Learning. NALL Working Paper #08.
SPONS. AGENCY- Social Sciences and Humanities Research Council of

ED 452 403   CE 081 681

Brown, Betty J., Ed.
Management of the Business Classroom. National Business Education Association Yearbook, No. 39.
PUB DATE- 01
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Basic Business Education; *Business Administration Education; *Business Education; *Classroom Techniques; College Programs; Core Curriculum; Cultural Differences; Cultural Pluralism; *Curriculum Development; Delivery Systems; Economics Education; Education Work Relationship; Educational Administration; Educational Demand; Educational Needs; Educational Objectives; Educational Research; Educational Technology; Elementary Education; Higher Education; Integrated Curriculum; Middle Schools; Needs Assessment; *Program Administration; Program Development; Research Needs; Secondary Education; Success; Teaching Methods; Theory Practice Relationship; Trend Analysis; Yearbooks

This document contains 15 papers devoted to the theme of management of business education. "Management of Business Education: A Perspective" (Betty J. Brown) discusses business education as education about business and education for business. The following papers explore the theme of managing the curriculum: "The Basic Business and Economic Education Curriculum" (John E. Crow); "Managing the Technology-Related Curriculum in Business Education" (Michael L. McDonald, Lonnie Echternacht); "Integrating Business Education Programs with Other Disciplines" (Sandra R. Williams, Billie J. Herrin, Robyn J. Taylor); "School-to-Career Initiatives: Integrating Business Education with the Core Curriculum" (Joan Whittemore Loock, Michael James Tokheim); "Program Management in Changing Times" (Sharon Lund O'Neil); and "Managing Curriculum Change" (Linda G. McGrew). The following papers deal with managing the learning process: "Diversity Today: Challenges and Strategies" (Tena B. Crews, Alexa Bryans North, Sandra L. Thompson); "Shaping the Elementary and Middle School Business Education Curriculum" (Sharon A. Andelora); "Managing the Learning Process for Postsecondary and Collegiate Business Education Students" (Betty A. Kleen); "Student-Related Management Concerns" (Gay Davis Bryant); "Setting the Stage for Successful Learning" (Donna J. Cochrane); "Classroom Management Theory and Practice" (Cora Lytle); "Facilities Management" (Dawn E. Woodland, Linda F. Szul); and "Eye on the Future: Research Directions for Business Educators" (James E. Bartlett, II; Jim B. Mansfield). Most papers include substantial bibliographies. (MN)

ED 452 404   CE 081 682

Reddy, Lynn, Ed.
A National Plan for Research and Development in Adult Education and Literacy.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.; National Center for the Study of Adult Learning and Literacy, Boston, MA.; Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English

Policy & Practice. Proceedings of the National Conference of the Australian Vocational Education and Training Research Association (AVETRA) (1st, Sydney, Australia, February 16-17, 1998).

PUB DATE- 98
NOTE- 366p.; For 1999 and 2000 proceedings, see CE 081 709-710. Assisted by the Australian National Training Authority.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Adult Education; Community Study; *Competency Based Education; Delivery Systems; Demography; Disadvantaged; Educational Demand; Educational Development; *Educational Research; Employee Attitudes; Employer Attitudes; Females; Foreign Countries; Industry; Inplant Programs; Internet; Job Training; Literacy Education; Models; Needs Assessment; Networks; Nonmetropolitan Areas; Organizational Change; *Partnerships in Education; Police Education; Policy Formation; Postsecondary Education; Productivity; Professional Development; Program Implementation; Public Policy; Research and Development; *Research Utilization; School Business Relationship;
IDENTIFIERS- *Australia; Flexible Learning; Online Courses

These proceedings consist of 46 papers on the influence of vocational education and training (VET) research on policy and practice. These papers are grouped into these categories: impact of research; equity in participation; partnerships and stakeholders; practice and practitioners; research and policy; learning, work, and organizations; and VET, markets, and the economy. They are "Editorial Introduction: Emerging Interests in VET Research" (McIntyre, Barrett); "Opening Address: Importance of VET Research Influencing Policy and Practice" (Ellison); "Presidential Address" (Maglen); "Overview of Australian VET Research" (Robinson); "Impact of Research on VET Policy, Practice, and Performance" (Smith, Smith); "Use and Influence of Research in VET" (McDonald); "Forging a Convergence Amongst Imperatives for VET" (Stevenson); "Conference Dinner Address: VET Where to from Here?" (Ramsey); "Drowning, Not Waving" (Volkoff, Golding); "Demographic Factors Influencing the Likelihood of Success in VET" (Ball); "Women Training for Transitions" (Barrett); "What's Different Away from the Rat Race?" (Kilpatrick, Bell); "Teaching and Learning Needs" (Crump, Anderson); "VET Research Through Partnerships with Stakeholders" (Henry, Arnott); "Employers' Perceptions of How Well the VET System Serves the Training Needs of Their Industry" (Werner); "Industry and Academia" (Weaver); "Evaluating the Contribution of Competency-Based Training" (Mulcahy, James); "Entereprise-Based Research and Organizational Development in VET Providers" (Seddon); "Unravelling Independent Provision for Occupational Learning in the Hunter Region 1900-90" (Barker, Holbrook); "Mapping Teachers' Work, Charting New Futures" (Kell et al.); "Professional Development in VET" (Simons, Harris); "Learning to Change, Changing to Learn" (Smith et al.); "Issues and Challenges in Consortia-Based Delivery of Professional Development for VET in Schools" (Ward et al.); "Reviewing the Competency Standards for Assessment and Workplace Trainers" (Gillis et al.); "Analysis of Training Needs" (Harris, Wyatt); "Internet-Based Training" (Webb); "Getting the Message Out" (Guthrie); "What Do We Mean 'Research Influences Policy'?" (McIntyre); "Convergence of Vocational and Adult Education in Learning Communities" (Falk); "Failure in Imagination" (Childs, Wagner); "From the Billabong to the Mainstream?" (Kell); "Policy Issues Related to Flexible Modes of Delivery of VET"

Hong Kong Chinese Baptist churches; project-related correspondence; data on the numbers of adult Sunday school teachers; English and Chinese versions of the SDLRS; questionnaire for teachers' ratings of adult learners' self-directed learning readiness; data from the questionnaires; project abstract; and biographical information about the researcher.) (MN)

ED 452 433 CE 081 748

Kerka, Sandra
Human Resource Development. Trends and Issues Alert No. 25.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; Adult Educators; Adult Learning; Annotated Bibliographies; Competence; Cross Cultural Training; Cultural Differences; *Education Work Relationship; Educational Needs; Educational Research; *Educational Trends; Employment Qualifications; Foreign Countries; Futures (of Society); Higher Education; Human Resources; Job Performance; *Labor Force Development; On the Job Training; Organizational Development; Postsecondary Education; Professional Development; *School Business Relationship; Teacher Characteristics; Teacher Education; Training Methods; *Vocational Education
IDENTIFIERS- Europe; Learning Organizations; Professionalization; United States

Because of its focus on improving work performance at the individual, group, organizational, and interorganizational levels, the field of human resource development (HRD) is affected by and responds to trends in work, organizations, and the global economy. A literature review reveals that the following themes recur throughout the HRD literature: work force diversity; cross-cultural issues; the learning organization; technology in work and learning; increasing numbers of older workers; informal learning; and spirituality in the workplace. HRD practitioners are debating a set of core issues related to professionalization of the field. The HRD research has been criticized for lacking a strong theoretical basis. Qualitative methods and stronger links among theory, research, and practice are a continuing focus. Another set of issues involves the relationship between adult education and HRD. Adult education claims a humanistic, learner-centered, self-directed focus on transforming individuals, whereas HRD is oriented toward bottom-line, behaviorist performance improvement aimed at organizational goals. Commonalities and complementarity in the two fields are being identified, especially as many universities merge and integrate these programs. A trend toward aligning vocational education and HRD is also emerging in recognition of their common endeavor of work force education. (A 28-item annotated bibliography constitutes approximately 75% of this document.) (MN)

ED 452 434 CE 081 749

Imel, Susan
Learning Communities/Communities of Practice. Trends and Issues

*Evaluation; Interpersonal Competence; Intervention; Motivation; *Personality Measures; *Role; *School Psychologists
IDENTIFIERS- Millon Inventory for Personality Styles

The roles and expectations of school psychologists are expanding. Practitioners are increasingly being asked to move beyond the testing expectations to provide effective counseling and consultation interventions. Training programs are expected to create balanced, functioning practitioners who will make positive impacts on children's lives. This study examines future school psychologists' response to the Millon Inventory for Personality Styles (MIPS). The MIPS is designed to examine normal behavior along the axes of Motivating Aims, Cognitive Modes, and Interpersonal Behaviors. Promising information was provided by using the MIPS to classify students with interpersonal skills consistent with the demands of the school psychology profession, although there was no information to describe low performance. The narrative information provided by the scoring program provided some insight into the personality functioning of the individual. Responses are examined for a group of future school psychologists and related to their performance in the field. (JDM)

ED 452 453   CG 030 870

Marketing Violent Entertainment to Children: A Six-Month Follow-Up Review of Industry Practices in the Motion Picture, Music Recording & Electronic Game Industries. A Report to Congress.
PUB DATE- 01
NOTE- 66p.; For the September 2000 version of this report, see ED 445 294.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Advertising; Children; Films; Influences; Mass Media; *Mass Media Role; *Parent Responsibility; Popular Music; Video Games; *Violence
IDENTIFIERS- *Entertainment Industry

In September 2000, the Federal Trade Commission issued a report on marketing violent entertainment to children. The Commission found that all three segments of the entertainment industry intentionally promoted products to children that warranted parental cautions. This report provides a look at the advertising practices to see if the industries have continued to promote violent R-rated movies, explicit-content labeled music, and M-rated electronic games in the popular teen media; and whether rating or label information is included in the teen media or other advertising. To prepare this report, the Commission obtained information from television, magazine, and newspaper advertising. The analysis concluded that the motion picture and electronic game industries have taken a number of steps to limit the marketing of violent R-rated films and M-rated games to children. The industries have also provided more information regarding the content of their products to parents. The music industry has not taken any visible steps with respect to explicit-content labeled music. Because of First Amendment issues, the Commission continues to believe that vigilant self-regulation is the best approach to ensuring that parents are provided with adequate information to guide their children's exposure to entertainment media with violent content. (Contains 141 endnotes.) (JDM)

ED 452 454   CG 030 871

welfare parents recover. Its mission is to help women on welfare with substance abuse problems achieve recovery, employment, family stability, and quality parenting. In its first year, 683 women in 11 cities in 9 states were enrolled. Early results of the program showed that the proportion of women abstinent from alcohol increased by 60%, those abstinent from cocaine increased by 34%, and those abstinent from marijuana increased by more than 20%. The program holds enormous potential for reducing welfare costs and preventing substance abuse and addiction for the children of these parents. This document presents a brief overview of the program along with preliminary results and the program's costs and benefits. (Contains 4 figures and 33 references.) (JDM)

ED 452 476 CG 030 914

Macklem, Gayle L.; Kalinsky, Rachel; Corcoran, Kristin
International Consultation, Professional Development and the Internet: School Psychology Practice and the Future.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Effectiveness; *Counselor Role; Elementary Secondary Education; Global Approach; Internet; *Interprofessional Relationship; Mental Health; Professional Development; *School Psychologists; *Technology

Changing the roles of health workers in schools is critical if children's mental health needs are to be met. School psychologists must move beyond their traditional gatekeeping roles and engage in consultation, research, program development, and in-service training to help schools in the future. It may be possible to meet both peer consultation and professional development needs of school psychologists through technology, while at the same time providing practitioners with the impetus to change. School psychologists need to help plan how technology will be used in working with students, particularly if computer assessment is to be part of the future. Leaders in school psychology feel it is extremely important to have supportive colleagues, and the growing role of the Internet in electronic consultation and collaboration is meeting that need. Peer consultation allows counselors to improve their skills, breaks the isolation some feel at their job, and provides feedback for problem solving. Professional development needs are universal and the Internet is one means to unify the outreach to school psychologists everywhere. (Contains 85 references.) (JDM)

ED 452 477 CG 030 916

Burnett, Dana D., Ed.; Rudolph, Lynn, Ed.; Clifford, Karen O., Ed.
Academic Integrity Matters. NASPA Monograph Series.
PUB DATE- 98
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; *Cheating; *Educational

ED 452 498 CS 014 361

Tip Sheets for Finding and Serving Children Who Most Need Help in Reading. America Reads Challenge Resource Kit.
PUB DATE- 98
NOTE- 13p.; Product of the America Reads Challenge.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Elementary Education; Instructional Effectiveness; Low Achievement; Preschool Education; *Reading Difficulties; *Student Participation
IDENTIFIERS- *America Reads Challenge

A central goal of "America Reads Challenge" sites is to serve children who most need help in reading. These children can include Title I children, children with disabilities, linguistically and culturally diverse children, migrant children, and preschool children. This booklet provides tip sheets on finding and serving these children, so that they can benefit from participation in an America Reads Challenge site. The resource kit discusses in turn the challenges for each category of children who need help in reading: Including Children Participating in Title I Programs; Including Children with Disabilities; Including Linguistically and Culturally Diverse Children; Including Migrant Children; and Including Preschool-Age Children. Lists sources for information and assistance. (NKA)

ED 452 499 CS 014 362

Nebraska Reading/Writing Standards: Grades K-12.
PUB DATE- 98
NOTE- 30p.; Adopted by the State Board of Education, February 6, 1998.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Classroom Techniques; Elementary Secondary Education; *Language Arts; Parent Participation; Public Schools; *Reading Achievement; *State Standards; *Student Educational Objectives; *Writing Achievement
IDENTIFIERS- *Nebraska

The Nebraska K-12 Reading/Writing Standards reflect what students should know and be able to do by the end of grades 1, 4, 8, and 12. In addition to identifying grade-level specific standards, the Reading/Writing Standards are further divided into the following four topic strands: (1) Reading--decoding written language and using printed material to construct meaning; (2) Writing--recording language graphically by hand or other means (such as typewriting or word processing); (3) Speaking--the act of communicating through oral language; and (4) Listening--the act of understanding speech and speech sounds. Each set of standards offers suggested classroom practices and suggested parent activities. Contains 2 sources. (NKA)

ED 452 500 CS 014 363

Johnson, Peter
Building Effective Programs for Summer Learning.
PUB DATE- 00

ED 452 519 CS 014 394

Bauer, Denise S.; Lupo, Jennifer L.
Improving Attitudes in Reading through Multiple Instructional Strategies in an At-Risk Environment.
PUB DATE- 01
NOTE- 69p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Elementary Education; Elementary School Students; Grade 2; Grade 4; *High Risk Students; *Instructional Effectiveness; Low Income; Parent Participation; Phonics; Reading Aloud to Others; *Reading Attitudes; *Reading Improvement; *Reading Instruction

This report describes a program for improving reading abilities and attitudes for "at-risk" students. The targeted population consists of second and fourth grade classes in a low-income community. The problem of low parental involvement, lack of books in the home, low motivation, and lack of consistency among reading programs and teachers contribute to the low level of readers. Through surveys, checklists, and questionnaires it was found how the students and teachers felt about the current reading program. With these tools, a more consistent program was developed and implemented for the targeted second and fourth grade classes. After reviewing state and local reading scores, it was determined that a more efficient reading program be studied. The researchers have implemented various reading strategies in the targeted second and fourth grade classrooms to get parents involved and to best serve the needs of the students at the targeted school. Strategies included phonics, spelling, guided reading, writing, teacher read aloud, word wall activities, at home reading logs, and self selected reading as well as activities from the basal. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of five major categories of intervention: implement an all day Kindergarten, parental involvement, the availability of books, phonics, and motivation. Post intervention data indicated that there was an overall decrease in the percentage of students who would rather be doing other things than reading a book. There was a greater increase in the percentage of students who like to read. Contains 23 references, and 4 figures and a table of data. Appendixes contain student, teacher, and parent survey instruments, a W.E.B. log, word lists, a sample basic reading inventory, permission letters, and reading club forms. (Author/RS)

ED 452 520 CS 014 395

Armstrong, Noreen; Campos, Julie; Johnson, Barb
Increasing Student Reading Fluency through the Use of Leveled Books.
PUB DATE- 01
NOTE- 127p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development. Some materials in the appendixes are copyrighted and are not included.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)

museums; (11) do a family history project interviewing family members; (12) read an almanac; and (12) read about and try making pioneer and colonial crafts. Contains 35 references. (EF)

ED 452 539 CS 217 399

Motivating Your Child To Learn. Parents and Children Together Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 57p.; Accompanying audiotape not available from ERIC. For other books in the series, see CS 217 390-398.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Learning Motivation; *Parent Student Relationship; *Reading Aloud to Others; *Reading Habits; Reading Instruction; Student Motivation; Writing (Composition)

This book, one of a series, shows how to help motivate children to learn. The message of the series urges parents and children to spend time together, talk about stories, and learn together. The first part of each book presents stories appropriate for varying grade levels, both younger children and those in grades three and four, and each book presents stories on a particular theme. The Read-along Stories in this book are: "Jellybean Adventures" (Lou Hamilton); "Mr. McMuddle's Troubles" (Juanita Barrett Friedrichs); and "The Cobbler and the Elves" (as retold by Jerry D. Burchard). On an accompanying audiotape, the stories are performed as radio dramas, allowing children to read along. The second half of each book provides ideas and guidelines for parents, as well as activities and books for additional reading. Sections in this book are: Guidelines for Parents; How to Motivate Your Child; Questions about Motivation; Activities for Reading and Writing; Suggestions from a Teacher; and Books for Parents and Children. (RS)

ED 452 540 CS 217 422

Rumery, Karen
Using Data To Inform Instruction--Stories from Five States. "Maine," the Way Life Should Be.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Curriculum Development; Elementary Secondary Education; *Instructional Improvement; *Language Arts; State Standards
IDENTIFIERS- *Data Based Instruction; Educational Information; *Maine Educational Assessment; State Role

The Maine Educational Assessment (MEA) has provided data to inform curriculum and instruction in Maine's schools for 16

PUB DATE- 01
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Educational Objectives; *English Curriculum; *English Instruction; High Schools; *Jews; *Language Arts; *Private Schools; Religious Education; *Writing Instruction
IDENTIFIERS- Jewish Day Schools; New York (Brooklyn)

In compliance with the philosophy of the Yeshivah of Flatbush, the English department is committed to students mastering the secular discipline of English. Students will develop the language skills of reading, writing, and speaking, as well as a sophistication of style and a clarity of expression. Writing is to be developed for academic purposes across the curriculum as well as for the practical necessities of intelligently and cogently expressing opinions on political, ethical, and social concerns in today's world. In addition, the school aims to develop a humanistic and aesthetic appreciation of literature. The English department provides electives which further enhance the integration of secular studies with the philosophic tenets of the Yeshivah and which meets the interests of individual students. This curriculum guide is divided into the following sections: Philosophy; Aims of the English Curriculum; Overview of Purposes and Products for Writing Grades 9-10; Overview of Purposes and Products for Writing Grades 11-12; Writing for Freshen Fall and Spring Semesters; Writing; Literature for Freshmen; Literature for Sophomores; Literature for Juniors; Literature for Seniors; Advanced Placement English; Electives; Freshmen Vocabulary, Usage and Spelling; Sophomore Vocabulary, Usage and Spelling; Junior Vocabulary, Usage and Spelling; Senior Vocabulary, Usage and Spelling; Literary Vocabulary; Alternate Vocabulary Words; Four Year Grammar Curriculum; Allocation of Class Time per Term; and Administering Grades. (NKA)

ED 452 560   CS 217 527

Indiana's Academic Standards: 9th Grade English/Language Arts.
PUB DATE- 00
NOTE- 17p.; For other Indiana Standards, see CS 217 528-530. Adopted by the Indiana State Board of Education, Summer 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *English; *Grade 9; Junior High Schools; *Language Arts; Parent Participation; Skill Development; *State Standards
IDENTIFIERS- *Indiana; Response to Literature

This booklet of academic standards spells out what students should be able to do in Grade 9 English/Language Arts. The booklet gives examples to help students understand what is required to meet the standards and comes accompanied with a list of 10 things parents can do to help their child get a good education. It outlines the following seven standards for Grade 9 English/Language Arts: (1) Reading: Word Recognition, Fluency, and Vocabulary Development--Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately; (2) Reading: Reading Comprehension--Students read and understand

"Identifying Culturally Learned Patterns: Two Exercises That Help" (P.B. Pedersen); "Piglish: A Language Learning Simulation" (C. Hartley and T. Lapinsky); "Selection of Small Group Exercises" (L.R. Kohls); "The Malonarian Cultural Expedition Team: Exploring Behavioral Reflections of Mainstream U.S. Values" (N.M. McCaig); "Other Methods Used in Training Programs" (M.D. Pusch); "Field Studies: Individual and Group Trips, Expeditions, and Hunts" (M.G. Berney); "Visual Imagery as a Training Tool" (F.J. Silberstein and D.A. Sisk); "A Primer for Designing and Using Participant Training Manuals" (R. Cyr); "Cross-Cultural Dialogues" (C. Storti); Cross-Cultural Analysis as a Training Tool" (A.R. Wight); "Method for Developing Deep Cultural Self-Awareness through Intensive Practice" (A.J. Kraemer); "Culture Heroes in Intercultural Training" (E.C. Stewart and J. Ohtake); "Overview of Area-Specific Training" (S.M. Fowler; M.G. Mumford; V.L. Tyler); "Conceptual Model for Country/Area Studies" (L.R. Kohls); "Culture-Specific Training: China" (G.W. Renwick); "Adapting Intercultural Methods for Training across Cultures" (S. Ramsey); "Adapting Cross-Cultural training Methods for Different Age Groups" (L. Descourourez); and "Intercultural Training: The Future" (S.M. Fowler and S. Ramsey). (NKA)

ED 452 578 EA 030 658

Picus, Lawrence O.
How Schools Allocate and Use Their Resources. ERIC Digest Number 143.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Educational Finance; Elementary Secondary Education; *Expenditures; *Finance Reform; *Financial Support; *Policy Formation; Public Schools; *Resource Allocation
IDENTIFIERS- ERIC Digests

School finance has traditionally concentrated on the distribution of resources to school districts, focusing primarily on the equitable distribution of funds within a state. In recent years, more attention has been paid to the issue of productivity-how effectively school districts use the funds they receive to provide education to students. This digest summarizes data on expenditures and staffing patterns in the nation's schools, weighs the impact of financial resources on students' educational outcomes, and discusses the implications of these allocation patterns for future policy at both the state and local levels. Translating the broad expenditure patterns into staffing patterns is the first step in analyzing what happens to the education dollar. The single biggest expenditure in school districts is for personnel. However, over the years, the trend has been to replace many teachers with instructional aides, pupil support staff, and specialist teachers within schools who do not teach in regular classrooms. Regardless of what impact additional funds might have, it is important that existing resources be used as efficiently as possible. Before seeking additional funds, there may be ways to restructure what is done with existing funds. The Accelerated Schools reform model, the New American Schools program designs, providing, in October, those resources needed for teacher improvement, and includes 20 sample documents. Chapter 5, "Implementing a Plan for Intensive Assistance," explains how to implement improvement strategies beginning in November. Chapter 6, "Deciding on Retention or Dismissal," provides a timeline for final staff decisions by December. Chapter 7, "Following Through With the Dismissal Process," explains the critical steps required to remove marginal teachers from classrooms beginning in January, and includes seven sample documents. Chapter 8, "Preparing for the Third-Party Hearing and Bringing Closure," traces the challenging steps from February to June involved in dismissal, and includes four sample documents. Successful personnel policy outcomes require adequate preparation and documentation. (Contains six appendices providing key descriptors and phrases, structuring hearings, calendars, examples of poor documentation, and supplemental forms and letters.) (TEJ)

ED 452 597   EA 030 987

Ahearn, Charles, Ed.
Planning for School Improvement. A Report on a Comprehensive Planning Process.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Faculty Development; *Improvement Programs; *Needs Assessment; Planning; Public Schools; *Staff Development; *Teacher Improvement

This report documents a process developed and used by the South-Eastern Regional Vision for Education (SERVE) to guide 12 districts in Georgia through the planning and development of a school-improvement plan. Ultimately, a total of 35 schools successfully completed plans during the study. Each school developed a plan for school improvement to be implemented beginning the next school year. The process was based on research that provided schools with the necessary tools to get started, stay focused, and achieve desired results. This publication briefly discusses the process developed by SERVE, presents factors that seem to facilitate a school's development of its plan, and explains how the task might be approached differently in the future. Implementing a school-improvement plan calls for all stakeholders-principals, teachers, parents, students, and community representatives-to band together with a shared vision and set of goals if children are ultimately to benefit. The document is designed to be useful as a resource for those people who are seeking to lead school-improvement efforts. (DFR)

ED 452 598   EA 030 988

Seddon, Terri, Ed.; Angus, Lawrence, Ed.
Beyond Nostalgia: Reshaping Australian Education. Australian Education Review Series, No. 44.
PUB DATE- 00
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

ED 452 617 EC 308 374

Lancaster, Sean; Mellard, Daryl; Hoffman, Lesa
Experiences of Students with Disabilities in Selected Community and Technical Colleges. The Individual Accommodations Model: Accommodating Students with Disabilities in Post-Secondary Settings.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Accommodations (Disabilities); *College Students; Community Colleges; *Disabilities; Higher Education; Learning Disabilities; *Student Attitudes; *Student Personnel Services; *Student Problems; Tutors
IDENTIFIERS- *Testing Accommodations (Disabilities)

Student questionnaires were administered to 61 students with disabilities currently enrolled in community colleges in Kansas (n=20), Minnesota (n=23), and California (n=18). This information was collected through two campus visits during the fall of 1999. Students reported an average of 1.3 disabilities per person, ranging from 1-6. The most frequently reported disability type was learning disabilities (LD), affecting approximately half of the students. Given this high proportion of LD, additional analyses were conducted to compare the students with LD with students with other disabilities. Results from the questionnaires indicate the students' greatest difficulties were with concentration, distraction, frustration, test anxiety, remembering, and mathematics. The most frequent accommodations and services mentioned were notetakers, extended testing time, or quiet testing rooms, and tutors. The tutors were available for all of the students through the college's learning center or library. There were no tutors specifically designated for students with disabilities. Students rated several issues in selecting and using accommodations as very important, such as the amount of training required, task appropriateness, personal cost, availability, independence, and disability specificity. Overall, students appeared satisfied with the accommodations they were receiving. Data tables are included that illustrate questionnaire results. (CR)

ED 452 618 EC 308 375

Lancaster, Sean; Mellard, Daryl; Hoffman, Lesa
Current Status on Accommodating Students with Disabilities in Selected Community and Technical Colleges. The Individual Accommodations Model: Accommodating Students with Disabilities in Post-Secondary Settings.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Access to Education; Attitudes toward Disabilities; Community Colleges; Delivery Systems; *Disabilities; Faculty; Program

Surveys; Outcomes of Education; Social Development; *Student Educational Objectives; Young Children

This document reports on development of a comprehensive system for measuring the ongoing development of children with disabilities from birth to age 8. A multi-step process was used to identify a set of general growth outcomes for children in this age range and to begin formulating individualized indicators of growth and development, as well as additional assessment tools. A set of 15 outcomes was identified spanning the scope of developmental competencies usually associated with early childhood education; i.e., communication, motor, social, adaptive, and cognitive domains. Validation of these outcomes was established through a national survey of parents of children with and without disabilities, and professionals in early childhood and early elementary education. The final set of general growth outcomes is organized around the following goals: (1) the child uses language to convey and comprehend communication and social intent; (2) the child takes responsibility for his/her behavior, health, and well-being, even in the face of challenge or adversity; (3) the child negotiates and manipulates the environment; (4) the child initiates, responds to, and maintains positive social relationships; and (5) the child uses cognitive skills to explore the environment, reason, and solve problems. (Contains 17 references.) (DB)

ED 452 637   EC 308 394

McConnell, Scott; McEvoy, Mary; Carta, Judith J.; Greenwood, Charles R.; Kaminski, Ruth; Good, Roland H., III; Shinn, Mark

National Survey To Validate General Growth Outcomes for Children between Birth and Age Eight: Initial Results. Technical Report #3.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

PUB DATE- 98

NOTE- 31p.; With assistance from James Ysseldyke and Paula Goldberg. For related technical reports, see EC 308 392-393 and EC 395-398.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Child Development; *Disabilities; Early Childhood Education; National Surveys; *Outcomes of Education; Parent Attitudes; *Student Educational Objectives; Teacher Attitudes; Young Children

This monograph reports on a national mail survey to validate a set of general growth outcomes for children, including those with disabilities, between birth and age 8. The survey was part of a 5-year project to create a comprehensive measurement system to track the developmental progress of individual children with disabilities in this age range as well as to help families and professional educators generate interventions to facilitate children's growth over time. Surveys were sent to 1,099 parents of children with and without disabilities, as well as 1,275 professionals in early childhood and early elementary education. Respondents (351 parents and 672 professionals) were asked to rate the importance of 15 general growth outcomes describing young children's developmental trajectories between birth and age 8. Results indicate parents and professionals overwhelmingly supported the selected outcomes. Results are evaluated in terms of parental and professional acceptance of outcomes, applicability to subgroups of children, and limitations. Appendices include a list of ongoing technical assistance, and easily accessible information about standards-based IEPs and assessment options; (7) clearly label IEP forms as sample, recommended, or required so that districts know their parameters in making alterations to the form; and (8) give IEP teams the time to make thoughtful decisions. (CR)

ED 452 656 EC 308 414

Lineham, Patrice
Developmental Delay: Review of Research and Future Directions. Policy Forum Proceedings Document (Alexandria, Virginia, July 19-21, 2000).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Definitions; *Developmental Delays; *Disability Identification; Educational Legislation; Elementary Education; *Eligibility; Evaluation Criteria; Federal Legislation; Preschool Children; *Public Policy; *Research Needs; Special Education; State Regulation; Young Children
IDENTIFIERS- Amendments; *Frank Porter Graham Center NC; Individuals with Disabilities Educ Act Amend 1997

This document is the outcome of a conference that examined promising practices in services for children with developmental delays (DD) and gathered input for making policy recommendations related to the implementation of DD as a specific disability category for children ages 3 through 9. It begins by discussing changes to the Individuals with Disabilities Education Act (IDEA) in 1997 that allows states to serve children with developmental delays ages 3-9, and then summarizes presentations that address use of the DD category, the developmental delay project at the Frank Porter Graham Child Development Center at the University of North Carolina, state eligibility definitions, and findings from a state director survey on the DD category. The perspectives of different stakeholders are included and recommendations for further research are provided. Recommendations include: (1) monitor the percentages of children served under the DD label and changes over time, (2) coordinate national efforts to review assessment procedures for DD, (3) examine the use of the DD label across state and local education agencies, (4) conduct research on parent/student perspectives of DD classification, (5) compare eligibility criteria across states, and (6) conduct research on the effect of eligibility criteria on the number of children served. (CR)

ED 452 657 EC 308 497

Fiore, Thomas A.; Harwell, Lessley M.; Blackorby, Jose; Finnigan, Kara S.
Charter Schools and Students with Disabilities: A National Study. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00

document's final section presents procedures for developing a site plan. Appendices contain a comparison of school site sizes for 1966 and 2000; and lists site requirements for small schools and elementary through high school facilities, county community schools, community day schools, and continuation high schools. (GR)

ED 452 677 EF 005 899

School Site Selection and Approval Guide.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Planning; Elementary Secondary Education; *Guidelines; *Public Schools; *Site Selection
IDENTIFIERS- *California

This guide is designed to assist school districts in selecting school sites that provide both a safe and supportive environment for the instructional program and the learning process, and gain state approval for the selected sites. The guide includes a set of selection criteria that have proven helpful to site selection teams, information about safety factors that should be considered when evaluating potential school sites, and the procedures school districts must follow to gain approval from the California Department of Education for new sites and for additions of land areas to existing sites. Appendices contain an outline of the site selection process; an evaluation checklist for school bus driveways; school site field review, approval procedures, report, and approval letter; the final site approval letter; the factors to be included in geological and environmental hazards reports; reference to codes; and a walkability checklist. (GR)

ED 452 678 EF 005 900

Sample RFP for Architectural Services, 2000.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Architecture; *Educational Facilities Improvement; Elementary Secondary Education; Public Schools; School Construction
IDENTIFIERS- Arizona; *Requests for Proposals; Service Providers

This document presents a sample request for proposal that Arizona school districts can use when requesting architectural services, from the general request requirements to response information and signature sheet. General proposal requirements cover such areas as information on special terms and conditions, the scope of architectural services required, proposal rules for late submissions and withdrawal, payments, taxes, contract awarding, proposal format, key personnel, and licenses. A sample contract is included. (GR)

ED 452 679 EF 005 901

Holt, Diane; Watson, Lucy; Wadsworth, Alison
Science Accommodation in Secondary Schools: A Design Guide. Building Bulletin 80 (Revised 1999).

The goal of Working papers in Educational Linguistics (WPEL) is to present works in progress by students and professors on topics ranging from speech act analysis and classroom discourse to language planning and second language acquisition. Papers offered are generally based on research carried out for courses offered in the language in education division of the graduate school of education. WPEL is intended to be a forum for the exchange of ideas among scholars of linguistics at the University of Pennsylvania and at universities with similar programs in educational and applied linguistics around the world. Articles in this issue include the following: "Teacher and Peer Responses as a Source of Negative Evidence to L2 Learners in Content-Based and Grammar-Based Classroom Activities" (Teresa Pica, Bruce Evans, Victoria Jo, and Gay Washburn); "EFL Teaching and EFL Teachers in the Global Expansion of English" (Oleg Tarnapolsky); "Standards, Exit Exams, and the Politicization of Bilingual Education: The Writing Exit Exam at Hostos College" (Diana Schwinge); "Participant Framework in Tutor Training" (Tamara Shane Sniad); and "Literacy Development through Content-Based Instruction: A Case Study" (Nicole Papai). (KFT)

ED 452 701 FL 026 673

Pica, Teresa; Evans, Bruce; Jo, Victoria; Washburn, Gay N.
Teacher and Peer Responses as a Source of Negative Evidence to L2 Learners in Content-Based and Grammar-Based Classroom Activities.
PUB DATE- 00
NOTE- 25p.; For the complete collection of working papers, see FL 026 672.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Applied Linguistics; Class Activities; Comparative Analysis; *Grammar; Input Output Analysis; *Linguistic Input; Second Language Instruction; *Second Language Learning; Student Reaction; Teacher Response; Teaching Methods
IDENTIFIERS- *Content Area Teaching

After many years of attention to input that supplies classroom second language (L2) learners with positive evidence on L2 forms and features, recent studies have begun to identify and describe the negative evidence in "reactive" input, provided through interlocutor responses to forms and features that are used by learners, but are not consistent with the L2 they are learning. The following study was undertaken to compare the negative evidence in responses to learners in two types of classrooms, one content-based, the other grammar-based. Data were collected on teacher and peer responses to learners non-target production during six discussions about cultures and six exercises in sentence construction. Results of the study revealed teacher, rather than peer response as the principle sources of negative evidence in both classroom types. The differences in negative evidence in the two classroom types appeared to be an outcome of the expectations and goals of the discussion and sentence construction activities, and also suggested ways in which these activities might be adjusted or enhanced to provide learners with negative evidence through the addition of interactive tasks. (Contains 35 references.) (KFT)

ED 452 702 FL 026 674

Tarnopolsky, Oleg
EFL Teaching and EFL Teachers in the Global Expansion of English.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Maintenance; Dutch; Educational Policy; Ethnic Groups; Foreign Countries; *Heritage Education; *Language Maintenance; Language Minorities; *Language Planning; National Programs; *Native Language Instruction; Official Languages; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- European Union; *Frisian; Netherlands

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union--Fryslan, one of the 12 provinces of The Netherlands. Details about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is Frisian, spoken in Fryslan, Netherlands. Frisian is a West Germanic language closely related to but distinct from Dutch. Frisian is used orally almost exclusively and mainly in rural areas. The language now has official status in the country. (Contains 15 references.) (KFT)

ED 452 722 FL 026 695

Boufoy-Bastick, Beatrice
Storying Cultural Specificities of ESL Teaching in Fiji: A Grounded Composite Narrative.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Society for Cross-Cultural Research (29th, New Orleans, LA, February 22-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cultural Education; *English (Second Language); Foreign Countries; National Programs; Second Language Instruction; Second Language Learning; Secondary Education; Secondary School Teachers; Teacher Education; *Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Fiji

This paper utilizes a grounded narrative to report characteristics of teaching that are most culturally Fijian. Grounded narrative is a data reduction methodology of qualitative reporting evidenced by the data. It is used to portray vividly and authentically the Fijian educational setting by highlighting the salient cultural characteristics that typify Fijian teaching. The paper depicts a fictitious culturally-extreme Fijian rural school, an ideal type. This description effectively highlights the sociocultural program of instruction, and other ideas for meeting members' education and training needs. The four appendices of part three provide details of where to find out more about workplace education and training. A subject index is appended. (Contains 86 annotated references.) (KFT)

ED 452 743   HE 033 957

Race, Phil
How To Win as a Final-Year Student: Essays, Exams, and Employment.
PUB DATE- 00
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Seniors; *Education Work Relationship; *Employment Potential; Foreign Countries; Higher Education; *Study Habits
IDENTIFIERS- *United Kingdom

This guide is intended to help the student in his or her final year as an undergraduate in the British system of higher education. It is not a general study guide, but is specifically focused on helping the student deal with the challenges of the final year, including planning for employment. Following an introduction, "What's Special about Your Final Year," the chapters are: (1) "Time To Be Strategic!"; (2) "Final-Year Essays, Dissertations, and Projects"; (3) "Spills, Skills, Frills and Thrills in Your Final Year"; (4) "Enjoying the Last Time You'll Do Serious Revision"; (5) "Tackling Those Final Exams"; (6) "Thinking about Research and Higher Degrees"; (7) "Writing Your CV and Making Job Applications"; (8) "Interviews and Tests"; and (9) "50 Things To Do in Your Final Year." (Contains 14 references.) (SLD)

ED 452 744   HE 033 958

Phillips, Estelle M.; Pugh, Derek S.
How To Get a PhD: A Handbook for Students and Their Supervisors. Third Edition.
PUB DATE- 00
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Advising; *Degree Requirements; Diversity (Student); Doctoral Dissertations; *Doctoral Programs; Equal Education; Foreign Countries; *Graduate Students; Graduate Study; Higher Education; *Research Methodology; *Supervisors; Teacher Role
IDENTIFIERS- *United Kingdom

This handbook is a practical and realistic explanation of the processes of doing research for a PhD in the British educational system. Students and supervisors will find useful advice, including suggestions on how to manage the student-supervisor relationship. The chapters are: (1) "Becoming a Postgraduate"; (2) "Getting into the System"; (3) "The Nature of the PhD Qualification"; (4) "How Not To Get a PhD"; (5) "How To Do Research"; (6) "The Form of the PhD Thesis"; (7) "The PhD

ED 452 763 HE 033 978

OUS Diversity Report: National Trends, and Racial/Ethnic Diversity among OUS Students, Instructional Faculty, and Staff.
PUB DATE- 01
NOTE- 41p.; Prepared for the Oregon State Board of Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College Students; *Diversity (Student); Educational Trends; *Enrollment; Ethnicity; Higher Education; *Racial Composition; Racial Differences
IDENTIFIERS- *University of Oregon

This report contains reflections on national trends in student diversity, analyses of trends for Oregon, and data about the racial/ethnic representation of students, faculty, and staff within the Oregon University system (OUS). Between 1995 and 2015, undergraduate enrollments nationally are expected to expand by 2.6 million students, and 80% of these new students will be minorities. Enrollment trends for Oregon indicate that for all undergraduates, African American representation will increase from 2.3% in 1995 to 2.6% in 2015, and Asian Pacific American representation will increase from 5.7% in 1995 to 7.8% in 2015. Hispanic/Latino representation will increase from 4.6% in 1995 to 8.0% in 2015, and White representation will decrease from 86.6% in 1995 to 81.5% in 2015. Nationally, there is substantial under-representation of many minority groups in higher education faculty ranks. White males over-represented and other minority groups are severely under-represented among the age group that commonly begins to move into tenured slots or midlevel positions in academia. Results of a recent national survey indicate that, overall, faculty members value diversity, and many faculty members adjust their classes to take advantage of diversity to enhance the learning process. OUS institutions have made gains in the enrollment of students of color, with an increase of 10.7% in the 2-year period from fall 1998 to fall 2000. In fall 2000, students of color represented 12.7% (8,818 students) of total OUS enrollment. In fall 1999 (the most recent data available), people of color represented 483 (8.3%) of all OUS full-time and part-time staff. Recommendations are made to increase student diversity, especially by increasing state and federal support for diversity initiatives. Three appendixes contain tables of student and faculty diversity. (SLD)

ED 452 764 HE 033 979

Faculty Work and Results: Productivity Review, 2000-01.
PUB DATE- 01
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Full Time Faculty; Higher Education; Part Time Faculty; *Productivity; *Racial Differences; *Teacher Role
IDENTIFIERS- *University of Oregon

This report describes the roles and productivity of faculty members in the Oregon University System (OUS). Of the 3,199 ranked instructional faculty members in 2000-2001, three-factors that influenced those attributes included the PBL process, parents' value system, self-reliant personality, innate personality traits, and deliberate choice. Finally, the findings indicated that the participants' perspectives, in general, appeared to support the espoused efficacy of the PBL educational approach. Among the many attributes they noted that governed these perspectives, problem solving, as postulated by Barrows (H. Barrows, 1983), was one of the most frequently mentioned benefits gained from their PBL PT training. (Contains 2 figures and 26 references.) (Author/SLD)

ED 452 785 HE 034 005

Pinheiro, Sandro O.
Perceptions versus Preferences: Adult International Students' Teaching-Learning Experiences in an American University.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Foreign Students; *Graduate Students; Higher Education; *Learning; *Student Attitudes
IDENTIFIERS- Preference Patterns

International students' perceptions of and preferences for the teaching-learning process in a U.S. university was assessed. Nine participants representing three regions of the world (Asia, Africa, and Latin America) were interviewed individually and asked to reflect on their teaching-learning experiences in Ph.D. courses. They were also asked to describe their preferred conditions of learning. The model of andragogy of Knowles (1980) was used to develop both the interview protocol for the study and a theoretical framework to understand the perceived experiences and preferred learning conditions. Three major domains were identified by students: (1) the role of participation; (2) the learner's prior experiences; and (3) the teacher's role. Students perceived their experiences to be both positive and negative. Positive and preferred experiences were characterized by the themes of engagement and connectedness, while negative experiences were characterized by disengagement and disconnectedness. The positive and preferred experiences of these international students were congruent with the andragogical model, but the negative experiences were not. The study provides insights into the needs of international students and ways to improve the quality of education for the multicultural population. (Contains 15 references.) (SLD)

ED 452 786 HE 034 006

Reznich, Christopher B.; Werner, Elizabeth
Integrating Technology into PBL Small Groups in a Medical Education Setting.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Higher Education; Integrated Activities; Internet; Medical Education; *Medical Students; *Problem Based Learning; Small Group Instruction; Student Attitudes

element in the learning process during an online course (Moore 1993; Offir 2000). The desire to engage the students in meaningful and challenging interaction would appear to require an intensive time commitment by the faculty. This paper presents methods that not only engage the learner but also relieve the stress that time constraints place on the online instructor. In particular, examples from the Internet-based Master in Public Health Program of the Johns Hopkins School of Hygiene and Public Health (JHSPH) are used to illustrate these processes and techniques. Over the past 4 years of online course development, JHSPH has found that faculty can maintain quality interaction with learners without significantly increasing the normal on-site instructor-learner interaction time. Dialogue is richer (particularly in large survey classes) and, by strategically integrating media into their on-site classes also, they can reduce the amount of time spent in the routine work of delivering on-site classes. Recurrent questions can be tracked electronically and either used to improve content or posted in frequently asked question (FAQ) areas. Many on-site administrative issues can be handled electronically rather than in office hours. Office hours can be spent on more substantive issues, such as career planning. Although developing an online course still requires a great deal of time by faculty and distance education staff, creative, strategic planning can result in online courses that achieve successful and quality faculty/student interaction without undue burden on faculty time. (Contains 18 references.) (AEF)

ED 452 806   IR 020 614

Palloff, Rena M.; Pratt, Keith
Making the Transition: Helping Teachers To Teach Online.
PUB DATE- 00
NOTE- 10p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; *Educational Development; Educational Practices; Educational Technology; Instructional Effectiveness; Online Systems; *Teaching Methods; Teaching Models
IDENTIFIERS- *Web Based Instruction

Teaching in the cyberspace classroom requires moving beyond old models of pedagogy into new practices that are more facilitative. It involves much more than simply taking old models of pedagogy and transferring them to a different medium. Unlike the face-to-face classroom, in online distance education, attention needs to be paid to the development of a sense of community within the group of participants in order for the learning process to be successful. The transition to the cyberspace classroom can be successfully achieved if attention is paid to several key areas. These include: ensuring access to and familiarity with the technology in use; establishing guidelines and procedures which are relatively loose and free-flowing, and generated with significant input from participants; striving to achieve maximum participation and "buy-in" from the participants; promoting collaborative issues or racial understanding; and (6) Apply those programs to improvement and reform in the two schools. One of the challenges of the project lay in developing updated measures of racial attitudes that address salient contemporary issues and that are appropriate for high school age students. Two multidimensional, multi-factor measures of racial attitudes were developed. The racial attitude instruments were administered to all of the ninth-grade students in both high schools in the fall of the school year 1998-99. The ultimate posttest is to consist of a re-administration of the instruments to remaining members of the cohort shortly before graduating high school. Baseline results revealed a significant amount of variance in student racial attitudes among and between groups. (Contains 11 references.) (AEF)

ED 452 825 IR 020 662

Heinecke, Walter F.; Blasi, Laura; Milman, Natalie; Washington, Lisa
New Directions in the Evaluation of the Effectiveness of Educational Technology.
PUB DATE- 99
NOTE- 9p.; In: The Secretary's Conference on Educational Technology, 1999: Evaluating the Effectiveness of Technology. Proceedings (Washington, D.C., July 12-13, 1999); see IR 020 654.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; *Educational Practices; *Educational Technology; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Evaluation Needs; *Instructional Effectiveness

The Secretary's conference on evaluating the effectiveness of educational technology highlighted new and emerging data on technology effectiveness in primary and secondary education reflected in the latest research and promising practices. The intent was to influence the way educators, teachers, and policy makers evaluate and assess the growing investment in technology and to provide schools with tools and strategies for effective evaluation. This paper aims to inform the discussion by examining recent changes in evaluation theory and practices, and by clarifying some definitions of evaluation, technology and student learning. The paper highlights instances of promising practices and concludes with a list of recommendations concerning the evaluation of the effectiveness of technology in teaching and learning. These recommendations include the following. A more formative approach to the evaluation of technology is needed because of the rate of change in technologies. In order to get at the complexities of these processes, multiple measures (quantitative and qualitative) should be used. Evaluation design should incorporate longitudinal studies of cohorts of students over several years. In addition, evaluation designs should rely less on participants' self-reported attitudes and more on observations of participants' actions within learning contexts. Future evaluations should not focus on simple outcomes measures such as posttests, but should also focus on complex metrics describing the learning process, such as cognitive modeling. Implementation evaluations should be conducted prior to outcomes evaluations. Focus should be on description of the program, treatment or technological innovation, and stronger

ED 452 353   CE 081 562

Korosak, Maja, Ed.
Novicke, Spring 2001 (The News, Spring 2001).
PUB DATE- 01
NOTE- 32p.; Published 3 times per year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; Civil Liberties; *Distance Education; Foreign Countries; Institutional Cooperation; *International Cooperation; International Education; Management Development; Out of School Youth; Program Development; *Program Implementation; Second Language Instruction; *Second Language Learning
IDENTIFIERS- Media Literacy; Slovenia

This information bulletin is one in a series devoted to adult education and learning in Slovenia. The bulletin is organized in four sections. The first section, SIAE Slovenian Institute for Adult Education Events, contains the following articles: "Proposals for Making the Year of Languages" (Sonja Klemencic); "Evaluation of the PLYA Project Learning for Young Adults Programme in the 1999-2000 School Year: PLYAers Return to School" (Andreja Dobrovoljc); "Farewell to LLW Lifelong Learning Week 2000--Pre-New Year Meeting: "We Start with the Belief that We Are Rich--Also in Knowledge!" (Slavica Borka Kucler). The second section, Slovenian Adult Education Scene includes "New Step Towards Establishing Adult Education" (Peter Beltram); "External Assessment of Knowledge of Foreign Languages" (Suzana Bitenc Peharc); and "VAT Value Added Tax Still Disputable" (Peter Beltram). The third section, "International Cooperation," contains "Learning Festivals Are Expanding" (Zvonka Pangerc Pahernik); "We Are United by Great Terminological Confusion" (Melanija Koncina); "Invitation to Learn Slovenian" (Olga Drofenik); and "European Exchange for New Partnership" (Melita Cimerman). The final section includes "Schools Already at European Level" (Interview/Dr. Lucija Cok); "Distance Education via www.mirk.si"; "Co-Chairing the Human Rights' Panel"; and "Training of Managers." (KC)

ED 452 354   CE 081 563

Korosak, Maja, Ed.
LLW-Novicke. Report and Analysis: LLW 2000 (Lifelong Learning Week, October 16-22, 2000).
PUB DATE- 01
NOTE- 52p.; Zvonka Pangerc-Pahernik in charge of publication.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Programs; Developed Nations; Educational Attitudes; Educational Needs; Ethics; Foreign Countries; *Lifelong Learning; Literacy Education; Postsecondary Education; Program Effectiveness; *Program Evaluation; *Program Implementation; Second Language Instruction; *Second Language Learning
IDENTIFIERS- *Slovenia

This five-chapter booklet is a report on Lifelong Learning Week (LLW) 2000 in Slovenia, which included a celebration of the fifth anniversary of LLW and the first International Week--

significant issues arising under the WIA: authority, autonomy, collaboration, personal responsibility, and market versus institutional approaches. (MN)

ED 452 371 CE 081 634

Cornell, Robert
Putting the Young in Business: Policy Challenges for Youth Entrepreneurship. Territorial Development. LEED Notebook No. 29.
PUB DATE- 01
NOTE- 105p.; Synthesis of materials, debates and analyses from an international conference held by OECD (Organisation for Economic Cooperation and Development) LEED Programme in Rome during November 1999.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Business Education; Comparative Analysis; Definitions; Delivery Systems; Economic Climate; Economic Development; Economic Impact; Education Work Relationship; Educational Cooperation; Educational Needs; *Educational Policy; *Educational Practices; Educational Trends; Elementary Education; *Entrepreneurship; Foreign Countries; Influences; International Cooperation; Literature Reviews; National Surveys; Needs Assessment; Networks; Organizational Development; Policy Formation; Postsecondary Education; Program Evaluation; Public Policy; School Business Relationship; Secondary Education; *Self Employment; Small Businesses; Synthesis; Teacher Education; Trend Analysis; Unemployment; Work Attitudes Australia; Networking; Organisation for Economic Cooperation Development
IDENTIFIERS- Australia; Networking; Organisation for Economic Cooperation Development

Policies and practices promoting youth entrepreneurship in Organisation for Economic Cooperation Development (OECD) member countries were reviewed. Special attention was paid to the following issues: youth unemployment; contrasting employment situations and policy approaches in individual OECD countries; a definition of self-employment; and the state of entrepreneurship and attitudes toward it in OECD countries. Emerging program approaches to youth entrepreneurship were examined. Special attention was paid to "best practice" examples and international youth business networks. The issues of teaching teachers, teaching entrepreneurship at all levels (primary, secondary, and tertiary), and entrepreneurship training were also discussed. It was concluded that although youth unemployment is a highly intractable problem affecting all OECD member countries, globalization and other factors are causing economic development strategies to become increasingly local and regional. It was further concluded that entrepreneurial activity is a complex process whose outcome depends on a number of factors that are either not economic or only tangentially economic. The following policy suggestions were offered: (1) the field must become more institutionalized; (2) more program evaluation is needed; (3) more cooperative connections with other schools are required; and (4) young entrepreneurs need more networks and support groups among themselves. (Twelve figures/tables/boxes are included. The bibliography lists 31 references.) (MN)

ED 452 372 CE 081 637

Gatti, Mario; Grazia Mereu, Maria; Tagliaferro, Claudio
Changing Occupational Profiles in the Hotel Industry: Case

Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 11p.; Brief talk at the New Approaches to Lifelong Leaning (NALL) Conference (3rd, Toronto, Ontario, February 19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Cognitive Style; Cooperative Planning; Developed Nations; Educational Research; Foreign Countries; Independent Study; *Informal Education; *Intentional Learning; Interpersonal Relationship; *Job Training; *Learning Motivation; *Lifelong Learning; National Surveys; Performance; Personal Autonomy; Self Management; World Wide Web
IDENTIFIERS- *Canada

A common pattern in all studies of adult learning is that informal learning seems to be a very normal, very natural human activity. A 30-year old study and the 1998 Livingstone study show parallel findings. One of the most important findings is that about 90 percent of people had done some sort of intentional learning in the last year. The 10 percent who had not are content with their situation. Other findings are that people are learning a whole range of things; about 20 percent of all major learning efforts are institutionally organized, while the other 80 percent are informal; and informal learning is a very social phenomenon. In the 1977 Penland survey, the four top reasons for preferring to learn on one's own are a desire to set one's own learning pace, to use one's own learning style, to keep the learning strategy flexible and easy to change, and to put one's own structure on the learning project. The three reasons cited least are dislike of a formal classroom situation with a teacher, lack of money, and transportation. Kinds of learning related to work that people do are learning to do a task, learning new ways of doing things, and sharing among co-workers. People frequently engage in learning to improve their performance of a task. Implications or next steps are: studying the need to over-control; assisting people to successfully learn about social and global issues; using the World Wide Web in adult education; and encouraging people to look at their own learning. (YLB)

ED 452 388   CE 081 656

Mombourquette, Fay; McEwan, Robert; McBride, Andy
Narrowing Opportunities for Adults in Ontario Secondary Schools: A Study of Students Affected by the Changes to Provincial Funding of Adults and the Education Act, 1996. NALL Working Paper #09.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; At Risk Persons; Compliance (Legal); Delivery Systems; Developed Nations; Disabilities; *Educational Opportunities; Educational Policy; Educational Research; *Educationally Disadvantaged; English (Second Language); Females; Financial Support; Foreign Countries; Government School Relationship; *High School Equivalency Programs; Minority Groups; *Program Termination; *Secondary

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Adult Education; Adult Learning; *Adult Literacy; Advisory Committees; Educational Development; Educational Policy; Educational Research; Financial Support; Focus Groups; *Literacy Education; Literature Reviews; Models; *National Programs; Needs Assessment; Policy Formation; Program Design; Program Evaluation; *Research and Development; *Research Design; Research Methodology; Research Needs; Research Utilization; Staff Development; Student Attrition; Student Evaluation; Student Recruitment; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *National Institute for Literacy

This document presents the national plan for research and development (R&D) in adult education and literacy that was developed by the National Institute for Literacy (NIFL). The document begins by explaining the process used to develop the plan, which included conducting a literature review, obtaining input from a national steering group, and conducting 11 focus groups representing various stakeholders (adult learners, teachers, state and local administrators, and researchers). The plan's objectives, which are as follows, are listed: build on existing knowledge; consider the utility of research from other fields; support other research planning efforts; incorporate strategies for disseminating results to the field; allow researchers to locate research projects and describe specific projects' benefits within a national research framework; and provide potential funders with a list of priority areas in need of R&D. Presented next is the actual plan, which includes sections on the following topics: (1) adult learning, recruitment, and persistence; (2) types of instruction that work best; (3) learner assessment and program evaluation; (4) staff development; and (5) policy and structure. A model for linking research to improvements in policy and practice is described, and its implications are discussed. Lists of steering group members and focus group participants are appended. (MN)

ED 452 405   CE 081 686

Youth in Transition Survey: Program Overview. Technical Paper Series .
PUB DATE- 00
NOTE- 78p.; Survey is integrated with the Programme for International Student Assessment (PISA), a project of the Organisation for Economic Co-operation and Development (OECD). Contains an abstract in French.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; Data Analysis; Data Collection; *Education Work Relationship; *Educational Attainment; Educational Policy; Educational Research; *Employment Patterns; Enrollment Influences; Enrollment Trends; Entry Workers; Foreign Countries; High Schools; Information Dissemination; Job Training; Literature Reviews; Longitudinal Studies; National Surveys; *Outcomes of Education; Postsecondary Education; Questionnaires; Research Design; *Research Methodology; Secondary Education; *Youth Employment
IDENTIFIERS- Canada

The Youth in Transition Survey (YITS) is a longitudinal survey

(Cummings); "Informing Policy and Practice at the Micro Level" (Clayton, House); "VET Policy and Research" (Billett); "Learning, Workplaces, and Public Policy" (Hawke); "Recognition of Informal Learning" (Hager); "Workplace Based Training in Small Business Enterprises" (Robertson); "Do Skills Transfer?" (Misko); "Emerging Truths in Public Sector Training" (Sheehan); "What About the Workers?" (Foley); "Organizational Models for Change Implementation" (Harper); "Workplace Based Learning Degrees" (Garrick, Kirkpatrick); "User Choice in Markets at Risk" (Noble et al.); "VET Policy and Sustainability" (Mulqueeny); "VET and Productivity" (Maglen, Hopkins); and "Impact and Consequences of Markets in VET" (Andersen). (YLB)

ED 452 419   CE 081 709

Quality and Diversity in VET Vocational Education and Training Research. Proceedings of the National Conference of the Australian Vocational Education and Training Research Association (AVETRA) (2nd, Melbourne, Australia, February 11-12, 1999).
PUB DATE- 99
NOTE- 363p.; For 1998 and 2000 proceedings, see CE 081 708 and CE 081 710. Assisted by the Australian National Training Authority. Peter Kell was the conference organizer.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Apprenticeships; Caregivers; Competency Based Education; Computer Mediated Communication; Course Selection (Students); Delivery Systems; Delphi Technique; Developed Nations; Developing Nations; Distance Education; *Diversity (Student); Economic Impact; Educational Innovation; *Educational Quality; Employed Women; Evaluation Methods; Females; Foreign Countries; Futures (of Society); Industrial Training; Information Technology; Instructional Innovation; Internet; Lifelong Learning; Longitudinal Studies; Material Development; Mathematics Education; Nonmetropolitan Areas; *Outcomes of Education; Policy Formation;
IDENTIFIERS- Australia; Flexible Learning; Papua New Guinea

These proceedings consist of 43 presentations clustered into these key areas: position, strategy, contribution, and future issues; diversity of participation and contexts; issues in the workplace and learning settings; question of practitioners work; and questions of knowledge and methodology--all related to the themes of quality and diversity. The presentations are preceded by "Editorial Introduction: Quality and Diversity for Vocational Education and Training (VET) Research" (Kell) and "Keynote Address: Advancing VET Research: Dilemmas and Directions" (Seddon). The papers are "Senior-Secondary Curriculum Choice and Entry into Postsecondary VET" (Ball, Lamb); "Measurement of Learning Conversations" (Barratt-Pugh); "Women, Business, and VET" (Barrett); "Aging Well" (Beckett et al.); "Researching by VET for VET" (Bloch, Hoggard); "Industry Learning" (Bound, Owen); "What Is Missing from Innovative Practice in VET?" (Brown); "Recruiting for Renewal?" (Buckingham); "'Don't Be Too Polite!'" (Butler, Ferrier); "Quality and Diversity in VET Research" (Cairns); "Staff Development Provisions for Teachers/Trainers in the VET Sector--Overview" (Choy et al.); "Joining the Dots" (Clayton); "Making Judgements" (Down, Hager); "Research on Flexible Learning/Delivery" (Evans, Smith); "Research Journey" (Evans); "Hiatus in VET Research" (FitzSimons); "What Impact Is Implementing a Quality System Having on the VET Classroom?"

Alert No. 26.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Adult Learning; Annotated Bibliographies; Context Effect; Definitions; Educational Environment; *Educational Practices; Educational Theories; Educational Trends; *Group Dynamics; Group Experience; Group Instruction; Higher Education; Learning Processes; *Learning Theories; Literature Reviews; Models; On the Job Training; Power Structure; Social Networks; Teacher Student Relationship; *Theory Practice Relationship; Trend Analysis; Universities
IDENTIFIERS- *Learning Communities; Situated Learning

The terms "learning communities" and "communities of practice" are being used with increasing frequency to describe the phenomenon of groups (communities) of individuals learning together. Theories focusing on the social nature of cognition and meaning, as opposed to those focusing on individual learning, are stressed. In works on the social nature of learning, students and teachers are considered social and cultural actors, and the process and content of learning are considered intertwined. It has been suggested that the term "community" can mask the privileging of homogeneity because many communities are created around common interests and bonds. According to such thinking, community is a form of relationship between people. When thought of as a relationship, the interaction among community, discourse, and culture is critical to understanding community. Several ethical questions arise in learning that is situated, including the effect of many models used in workplace education and training. Such models may keep newcomers on the periphery and transmit only technical and instrumental knowledge. Inconsistencies have been noted between communities of practice in higher education and adult education that create conflicts with many assumptions underlying the field of adult education. (A 22-item annotated bibliography constitutes approximately 75% of this document.) (MN)

ED 452 435 CE 081 750

Allen, Ricky Lee
The Achievement Ideology and Whiteness: "Achieving Whiteness" or "Achieving Middle Class?"
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; Adult Learning; Capitalism; *Educational Mobility; Marxian Analysis; Marxism; Middle Class Standards; Race; Racial Attitudes; Racial Differences; Racial Factors; *Racial Identification; Racial Integration; Social Differences; *Social Mobility; *Social Theories; Whites; *Working Class
IDENTIFIERS- *Social Reproduction

Verrette, Sallie C., Ed.
Iowa Journal of School Social Work, 1986-1989.
PUB DATE- 89
NOTE- 283p.; Published semiannually. Marlys Parcell Jordan was managing editor for Volumes 1-3. Ronda Parks Armstrong was manuscript editor for Volume 3.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Attention Deficit Disorders; Classroom Techniques; Diversity (Student); Elementary Secondary Education; Evaluation; Family Involvement; Hyperactivity; Intervention; *Professional Associations; Professional Development; *School Social Workers; Special Education
IDENTIFIERS- Traumas

The journal of the Iowa School Social Worker's Association is dedicated to the enhancement of social work practice in schools. It attempts to disseminate knowledge relevant to practice and to promote effective and accountable models for professional use. Included in this series of journals is the journal's first issue, published at the time of the 20th anniversary of the state association. The issues feature articles on the past, present, and future history of school social work in Iowa; pre-referral problem-solving approach to Child Study Teams; dealing with parent anger; the impact of legal mandates on school social services; working with exceptional children; home-school coordination; and information on the National Association of School Social Workers. Each issue contains numerous references. (JDM)

ED 452 455 CG 030 872

Armstrong, Ronda Parks, Ed.; Jordan, Marlys Parcell, Ed.
Iowa Journal of School Social Work, 1989-1993.
PUB DATE- 93
NOTE- 352p.; Published semiannually. Sara A. Andreasen was manuscript and managing editor for Volume 6.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adjustment (to Environment); Attention Deficit Disorders; Child Abuse; Counseling; Depression (Psychology); Disabilities; Elementary Secondary Education; Hyperactivity; Interpersonal Competence; Practicum Supervision; *Professional Associations; *Professional Development; Role; *School Social Workers; Sexual Abuse; Special Education
IDENTIFIERS- Traumas

Articles in the journal of the Iowa School Social Workers' Association concern the enhancement of social work practice in schools. The information is geared towards motivating school social workers to disseminate information and to promote professional growth. The journal attempts to identify current issues of concern in the counseling field and to share research to help improve the professional learning community, and to promote effective and accountable models for professional use. Topics in these journals include implications on ADHD and depression in school-age children; traumatic events including sexual abuse; professional growth; group process; and the role of school social workers. A self-reported questionnaire for group work is included along with a description of in-service programs for the 1990s. Each issue contains numerous references. (JDM)

ED 452 456 CG 030 873

Environment; Higher Education; *Honesty; *Integrity; Student Behavior; Student School Relationship; Technology

The problem of academic dishonesty is festering on campuses across the nation. On most campuses a student-managed honor system is the sole mechanism for enforcing the integrity of the academic process. This monograph examines the many perspectives the problem presents and is designed to be used by a broad cross-section of the institutional community. It includes the following chapters: (1) "Creating a Campus Climate for Academic Integrity" (Jon C. Dalton); (2) "Students' Perceptions of Academic Integrity: Curtailing Violations" (Wanda Kaplan and Phyllis Mable); (3) "The Academic Dishonesty of College students: The Prevalence of the Problem and Effective Educational Prevention Programs" (William L. Kibler); (4) "The Classroom Environment and Academic Integrity: A Behavioral Science Perspective" (Bernard E. Whitley, Jr. and Mary E. Kite); (5) "A Comprehensive Approach for Creating a Campus Climate that Promotes Academic Integrity" (Lynn Rudolph and Linda Timm); (6) "When Institutions and Their Faculty Address Issues of Academic Dishonesty: Realities and Myths" (Donald D. Gehring); (7) "The Effect of Institutional Policies and Procedures on Academic Integrity" (Donald L. McCabe and Gary M. Pavela); (8) "Academic Integrity and Campus Climate at Small Colleges" (Karen O. Clifford); (9) "Can the Academic Integrity of Cost-Effective Distance Learning Course Offerings be Protected?" (Mary Elisabeth Randall); (10) "The Impact of Technology on Academic Integrity" (Harold Goldsmith); (11) "Conclusions." (Contains 242 references.) (JDM)

ED 452 478   CG 030 917

Tederman, James S.
Advice from the Dean: A Personal Perspective on the Philosophy, Roles, and Approaches of a Dean at a Small, Private, Liberal Arts College. NASPA Monograph Series.
PUB DATE- 97
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Deans of Students; Diversity (Institutional); Higher Education; Liberal Arts; Organizational Effectiveness; Private Colleges; Role; *Student Personnel Services; *Student Personnel Workers

This monograph is written for deans of students of small, private, liberal arts colleges, for those who aspire to the position, as well as for college administrators who need to understand the demands of student affairs programs. It addresses the role and function of liberal arts college student affairs administrators and the unique challenges and problems faced by deans of students. It is not intended as a scholarly review of current practice in the field but gives a personal account by someone who has many years in the role of dean of students at small liberal arts colleges. It is intended as a practical handbook and is organized in terms of the major areas deans will supervise and the major challenges they will face. The student affairs practice in liberal arts colleges is highly diverse and reflective of the diversity found on campuses. Part I attempts to address the role of deans in the context of the diverse nature of the campus. Part II explains both the offices

NOTE- 9p.; Produced for the America Reads Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disadvantaged Youth; Elementary Education; *Individual Development; *Learning Experience; *Lower Class Students; *Reading Improvement; *Summer Programs
IDENTIFIERS- Learning Environments; *Program Continuation; Program Objectives

Summer learning comes from reading books, singing songs, playing games, listening to stories, taking trips, and all kinds of other fun activities that kids rarely realize are actually good for them. However, this kind of summer learning can be more difficult for children of low-income and other disadvantaged families. Careful analysis of statistics on the academic gap between high- and low-income children's reading scores on the California Achievement Test illustrates the importance of summer learning. Disadvantaged kids' summer losses are especially large during the breaks between the first three or four years of school, and so preventing these losses could make the gap much smaller. Summer learning programs, encompassing everything from summer camps to library reading clubs, summer schools to cultural enrichment programs, are playing an increasingly important role in making this happen. The best ways to reach the children who need the program most are: form partnerships with schools; form partnerships with other services; and make the program accessible and convenient for parents. Some effective ways for the children to have quality experiences throughout the summer are: involve kids' parents; involve volunteers; and make learning fun for everybody. Once a program is reaching the children who need it the most, the major challenge is keeping the program going strong and working to improve it. Three good ways to keep a program going strong are: maintain strong partnerships; foster a sense of community; and constantly strive to do better. (NKA)

ED 452 501 CS 014 364

Rosberg, Merilee A.
The Reading Tutor.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Higher Education; *Reading Instruction; Reading Programs; *Tutorial Programs; *Tutoring
IDENTIFIERS- America Reads Challenge

As a direct result of the passage of the America Reads Challenge Act in 1997, Mt. Mercy College, Cedar Rapids, Iowa, has developed a reading tutor program. The program includes a college credit course and on-site visits by college faculty supervising student tutors. This article includes the rationale for development of a credit course for reading tutors and a description of the components included in the reading tutor course. Copies of the course syllabus and samples of activities used by tutors in working with children are included. (Author)

ED 452 502 CS 014 365

Binotti, Jo Ann; Hamilton-Gunkel, Jo Anne; Sipple, Dorothy
Reading Deficiencies: A Roadblock to Success.

DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; *Instructional Materials; *Reading Attitudes; *Reading Improvement; *Reading Material Selection; Reading Research; Silent Reading
IDENTIFIERS- *Reading Fluency

This report describes a program for increasing reading fluency through the implementation of leveled books. The elementary students of the three targeted regular education classes exhibit low fluency rates which impedes them from becoming independent readers. Evidence for the existence of the problem includes words read per minute on a grade level reading passage, teacher observation, anecdotal records, previous report cards, and attitude surveys administered periodically throughout the school year. Analysis of probable cause data reveals that reading fluency can be broken down into three categories: Independent Level, Instructional Level, and Frustration Level at the beginning of the study. Students demonstrated frustration in reading, which resulted in low fluency scores. A review of solution strategies suggested by experts in the field combined with the analysis of the problem setting, resulted in the choice to implement a leveled classroom library while instructing students and parents on how to select a book at each child's Independent Level. Various components including the use of a reading readiness test, leveled books, sight words, repeated readings, and several word pattern strategies were implemented to improve the individual reading fluency of the targeted elementary students. Post intervention data indicated an increase in student reading fluency scores, student understanding of how to choose an appropriate book to read independently, and an increase in student silent reading time during the school day. Contains 24 references and 21 tables of data. Appendixes contain survey instruments, inventories, and tests. (Author/RS)

ED 452 521 CS 014 450

Ready To Read: Laying the Foundation for School Success. Satellite Town Meeting #77; March 20, 2001. Spanish Language Version. Videotape .
PUB DATE- 01
NOTE- 0p.; For the English language version, see ED 448 436. Major partners were the National Alliance of Business and the U.S. Chamber of Commerce's Center for Workforce Preparation. Funding partners included the Bayer Foundation, Procter and Gamble Foundation, and Target Stores.
LANGUAGE- Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Academic Achievement; Educational Environment; *Family Literacy; Parent Participation; Preschool Education; *Reading Achievement; *Reading Readiness; School Community Relationship; Student Evaluation; Teacher Education; Videotape Recordings

This interactive teleconference (in VHS format, Spanish language version) presents renowned national experts, local educators, and community leaders who share ideas on how to improve schools and reach the National Educational Goals. The 60-minute Satellite Town Meeting focuses on laying the foundation for school success through readiness to read. It offers an opportunity for networking with people across the nation who share a commitment to building community partnerships and a common vision of educational excellence for all children. It features programs with strong parent involvement, well-qualified teachers, a wealth of language activities, and years. The test results, student questionnaire data, and associated professional development opportunities have had a major impact on improving instruction, particularly in English language arts (ELA). In 1997 the legislature approved the Maine Learning Results--standards in eight content areas which form the framework for curriculum in Maine. Now that the MEA has been aligned with "Learning Results," the resulting data on student achievement can be used more comprehensively to plan classroom, school, and district improvement strategies. Students in grades 4, 8, and 11 in all public schools in the state participate in the MEA. The ELA section consists of a reading, writing, and a reading/writing segment, in which students respond to multiple choice, short answer, and constructed response questions related to reading passages. They also complete a writing sample based on a common prompt. Teachers score the writing prompt and evaluate the writing samples. State consultants provide regional workshops to review what was received and how to read the information. Includes sample data. (NKA)

ED 452 541 CS 217 429

Davis, James E.; Neilsen, Lorri; Armstrong, Joyce; Clay, Marie M.; Davis, Millie; Edmonds, Mabel T.; Farstrup, Alan E.; Haley-James, Shirley; Hydrick, Janie; Myers, Miles; Perry, Jesse; Russ, Wendy L.; Simmons, John S.; Small, Robert C., Jr.; Tarleton, Anne; Thelen, Judith N.; Van Horne, Geneva; Weiss, M. Jerry
Common Ground: Speak with One Voice on Intellectual Freedom and the Defense of It.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Censorship; Elementary Secondary Education; *Intellectual Freedom; *Public Schools; *Student Rights
IDENTIFIERS- First Amendment; *International Reading Association; *National Council of Teachers of English; United Nations

All students in public school classrooms have the right to materials and educational experiences that promote open inquiry, critical thinking, diversity in thought and expression, and respect for others. Denial or restriction of this right is an infringement of intellectual freedom. Because of their almost exactly similar positions against censorship, the International Reading Association and the National Council of Teachers of English have formed a joint task force on intellectual freedom. This position paper of these organizations aims to heighten sensitivity about censorship concerns and provide a resource for communities facing challenges to intellectual freedom. The paper first cites the First Amendment and Article 19 of the United Nations Declaration of Human Rights to reinforce its position. It then provides an action plan and strategies to adopt before a challenge arises and after a challenge has been made. It considers tactics both at the local level and at the state/provincial level, as well as at the national and international level. The paper offers a list of groups interested in fighting censorship and an extensive bibliography of resources. It also cites some situations that might affect teachers and censorship. (NKA)

ED 452 542 CS 217 430

grade-level-appropriate material; they analyze the organizational patterns and evaluate authors' arguments and positions; (3) Reading: Literary Response and Analysis--Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science; (4) Writing: Writing Process--Students discuss ideas for writing with other writers; they write coherent and focused essays that show a well-defined point of view and reasoned argument; (5) Writing: Writing Applications--At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1500 words; (6) Writing: Written English Language Conventions--Students write using Standard English conventions; and (7) Listening and Speaking: Skills, Strategies, and Applications--Students formulate thoughtful judgments about oral communication and deliver focused and coherent presentations of their own that convey clear perspectives and solid reasoning. (NKA)

ED 452 561 CS 217 528

Indiana's Academic Standards: 10th Grade English/Language Arts.
PUB DATE- 00
NOTE- 17p.; For other Indiana Standards, see CS 217 527-530. Adopted by the Indiana State Board of Education, Summer 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *English; *Grade 10; High Schools; *Language Arts; Parent Participation; Skill Development; *State Standards
IDENTIFIERS- *Indiana; Response to Literature

This booklet of academic standards spells out what students should know and be able to do in Grade 10 English/Language Arts. The booklet gives examples to help students understand what is required to meet the standards and provides a list of 10 things parents can do to help their child get a good education. It outlines the following seven standards for Grade 10 English/Language Arts: (1) Reading: Word Recognition, Fluency, and Language Development--Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately; (2) Reading: Reading Comprehension--Students read and understand grade-level-appropriate material; they analyze organizational patterns and evaluate authors' arguments and positions; (3) Reading: Literary Response and Analysis--Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science; (4) Writing: Writing Process--Students discuss ideas for writing with other writers; they write coherent and focused essays that show a well-defined point of view and reasoned argument; (5) Writing: Writing Applications--At Grade 10--students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1500 words; (6) Writing: Written English Language Conventions--Students write using Standard English conventions; and (7) Listening and Speaking: Skills, Strategies, and Applications--Students formulate thoughtful judgment about oral communication; they deliver focused and coherent presentations of their own that and hard analyses of current staffing patterns may all yield improved student performance. (DFR)

ED 452 579   EA 030 927

Stine, Deborah E.
The Opening of a New High School: The Emergence of a Culture.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Support; Cultural Context; Cultural Influences; *Educational Environment; Educational Policy; *Leadership Qualities; Leadership Responsibility; Local Issues; *Participative Decision Making; Partnerships in Education; *School Community Relationship; *School Culture; School Role; Secondary Education
IDENTIFIERS- American Educational Research Association
This case study examines the process of opening and developing a new high school, with a specific emphasis on the evolution of its culture. Guided by a theoretical framework informed by the literature on school culture, this study explores the nature of school culture, how school cultures are established, the role of the principal, and the role of the external environment in the formulation of the culture of a new school. This case study finds that the nature of the school culture was technologically advanced, interdependent with its environment, and established through a collaborative process involving all participants. The role of trusted school leaders as community liaisons is critical in shaping school culture. Using a case-study approach and purposive sampling, data were collected from interviews, documents, observation, and narratives using a constant comparative method. Two key findings emerged. First, successful schools must be interdependent and engaged with the community. Second, leaders must possess the abilities required to facilitate institutional interdependence with the community. This study raises important implications for policymakers at the district and state levels. Because of the importance of community linkages in developing successful schools, policymakers must include the local level in decisions about schools and administrator training. (Contains 97 references.)(TEJ)

ED 452 580   EA 030 928

Mathis, William J.
Vermont's Act 60: Early Effects of Comprehensive School Finance Reform.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Equity (Finance); *Educational Finance; Educational Legislation; *Educational Opportunities; Elementary Secondary Education; *Equal

PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; Educational Development; *Educational Economics; Educational Strategies; Elementary Secondary Education; Foreign Countries; *Government Role; *Government School Relationship; Norms; Public Schools; *Vendors
IDENTIFIERS- *Australia

This book disrupts an unproductive polarization in education by providing a basis for building more productive conversations about education and the course of education reform into the future. The work distills the ongoing debate into a concise account of developments in education, and provides a positive framework for finding a way forward. It examines the shifting relationships between government and education, implications of commercializing education and broader social factors, such as globalization, that affect education. It also examines the prospects, challenges, and opportunities for Australian education in the new millennium. This collection of articles is prompted by recent debates in institutional theory that the editors have accessed through their role as coordinators of the education strand of the cross-disciplinary "Reshaping Australian Institutions" project, orchestrated by the Research School of Social Sciences at the Australian National University. The book examines as well the changing social infrastructure of education to identify the effects of recent reforms in both shaping individual behavior and the ongoing work of education in Australia. (Contains 16 pages of references.) (DFR)

ED 452 599   EA 030 989

Supley, Michael L.
Charter Schools as a Response to Student Drop-Out Phenomena in the Regular Public Schools.
PUB DATE- 01
NOTE- 2[illegible]p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, Washington, April 10-14, 2001). Appendix contains light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Charter Schools; *Dropout Rate; Elementary Secondary Education; *Financial Support; Hispanic Americans; *Institutional Autonomy; *Teacher Competencies; Teacher Student Ratio
IDENTIFIERS- *Texas

Extensive studies over a long period have shown that students have chosen to drop out of school for a variety of reasons. These studies range from a general look at student dropouts to those that focus on specific groups. This paper reports primarily on "At Risk of Dropping Out" data derived from the Texas Education Agency Reports. Selected agency tables from these reports are reproduced in the appendices. The Texas Education Agency data presented in appendices 2 through 9 give a clear indication of the role of the charter-school movement as one response to the "at risk/drop out" student. It does appear that charter schools do serve as a dropout intervention to some degree. An appendix listing "Open-Enrollment Charter Schools Fall 1998 Data Collection" is provided. (Contains 12 references and a 9-page appendix providing statistics from the Texas Education Agency.) (DFR)

Effectiveness; Staff Development; *Student Attitudes; Student Personnel Services; Student Problems; Student Recruitment; *Teacher Attitudes; Technical Institutes; Tutors; *Two Year College Students; Two Year Colleges

During the spring of 1999, visits to nine community colleges in three states were conducted to ascertain the status of students with disabilities in post-secondary education. Through a series of interviews, questionnaires, and panel discussions, administrators, faculty members, staff, and students of these colleges provided information on various components of their college environment. These components included recruitment of student with disabilities, the registration process, academic requirements, accommodation procedures, awareness of support services, student life, and attitudes towards students with disabilities. Recruitment of students with disabilities to community colleges was inconsistent across schools, and while many of the colleges had well-developed support services programs, the lack of communication about these programs sometimes hindered their success. Lack of accessible housing and transportation were problems, as well as the lack of training for faculty and staff outside of support services on the detection and assistance of students with disabilities. An intervention is urged to educate faculty, staff, and students about disabilities and remove negative attitudes and behaviors toward students with disabilities. The report includes data charts and evaluation instruments. (CR)

ED 452 619   EC 308 376

Traumatic Brain Injury: A Guidebook for Educators.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Modification; Classroom Environment; Elementary Secondary Education; *Etiology; Evaluation Methods; *Head Injuries; Incidence; Individualized Education Programs; Interpersonal Competence; *Neurological Impairments; Regular and Special Education Relationship; School Responsibility; Social Development; *Student Characteristics; *Student Evaluation; Symptoms (Individual Disorders); Teaching Methods
IDENTIFIERS- New York

This guidebook is designed to help New York school staff better understand the specialized needs of students with traumatic brain injury (TBI) and appropriately apply educational interventions to improve special and general education services for these students. It provides information on the following areas: (1) the causes, incidence, and characteristics of TBI; (2) factors unique to TBI as a disability category; (3) special considerations in the assessment of students with TBI; (4) the school's role as the student with TBI reenters school; (5) strategies for school personnel to assist students with TBI in learning skills, managing behavior, and dealing with social and emotional difficulties; (6) resources for further information and technical assistance; (7) other state agency resources; and (8) information regarding school-based prevention efforts. Educators are urged to identify appropriate Individualized Education Program goals and short-term objectives for students with TBI in the areas of cognitive processes and development of compensatory strategies; the development of behaviors and outcomes and both parent and professional surveys. (DB)

ED 452 638 EC 308 395

McConnell, Scott; McEvoy, Mary; Carta, Judith J.; Greenwood, Charles R.; Kaminski, Ruth; Good, Roland H., III; Shinn, Mark
Research and Development of Individual Growth and Development Indicators for Children between Birth to Age Eight. Technical Report #4.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 39p.; With assistance from James Ysseldyke and Paula Goldberg. For related technical reports, see EC 308 392-394 and EC 396-398.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; Developmental Stages; *Disabilities; Early Childhood Education; *Early Intervention; Evaluation Methods; *Individual Development; Preschool Children; Primary Education; *Standards; Student Educational Objectives; *Student Evaluation; Young Children

This document provides an overview of the rationale for, and characteristics of, individual growth and development indicators (IGDIs) for children birth to age 8 and their families. Development of such indicators is part of a 5-year project by the Early Childhood Research Institute Measuring Growth and Development to conduct research on, develop, and disseminate a comprehensive program performance measurement system for early intervention, preschool, and primary-grade programs serving children with disabilities and their families. The IGDIs are intended to describe children's growth and development over time, and thus to indicate when this progress is on-track toward some desired outcome, or when different or more intensive intervention is needed. This paper looks at the purpose and conceptual foundation for IGDI assessment, describes essential and desirable features of these measures, offers examples of possible IGDIs, and reports findings from the initial research on these measures. (Contains 42 references.) (DB)

ED 452 639 EC 308 396

McConnell, Scott; McEvoy, Mary; Carta, Judith J.; Greenwood, Charles R.; Kaminski, Ruth; Good, Roland H., III; Shinn, Mark
Research and Development of Exploring Solutions Assessments for Children between Birth and Age Eight. Technical Report #5.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 59p.; With assistance from James Ysseldyke and Paula Goldberg. For related technical reports, see EC 308 392-395 and EC 308 397-398.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decision Making; *Diagnostic Teaching; *Disabilities; Early Childhood Education; *Early Intervention; *Evaluation Methods; Individualized Instruction; Problem Solving; *Research and Development; Young Children

This report describes research and development activities concerned with developing a set of tools for planning interventions for individual children, birth to age 8. It is

NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Charter Schools; *Delivery Systems; *Disabilities; Educational Environment; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; National Surveys; *Parent Attitudes; Parent Teacher Cooperation; Satisfaction; *Special Education; Teacher Attitudes
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

This final report discusses the outcomes of a study that examined how charter school developers have used the opportunities provided by their charters to serve students with disabilities. Between March 1998 and June 1999, 32 public charter schools in 15 states were visited and 151 parents of students with disabilities, 196 teachers, and 164 students were contacted. Findings from the study indicate: (1) parents of students with disabilities at more than half of the schools identified dissatisfaction with their child's previous non-charter school as a reason for enrolling their child in the charter school; (2) enrollment of students with more significant disabilities is relatively rare; (3) rather than excluding students with disabilities, some charter schools specifically target these students and other at-risk learners; (4) most charter schools identify new students with disabilities as the need arises; (5) most schools use the term "inclusion" to describe their approach to serving students with disabilities; and (6) most students with disabilities are well integrated into the overall life of the school. The appendix includes excerpts of charter school operators' legal responsibilities under the Individuals with Disabilities Education Act as amended in 1997 and the Charter School Expansion Act of 1998. (CR)

ED 452 658 EC 308 504

Ohlson, Terry
Primer for New ICC Parents.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 91
NOTE- 6p.; Published with the "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Organization; *Agency Cooperation; Agency Role; *Coordination; *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; *Parent Empowerment; *Parent Participation; Preschool Education; Services; Technical Assistance
IDENTIFIERS- Individuals with Disabilities Education Act; *Interagency Coordinating Council

The Individuals with Disabilities Education Act (IDEA) requires that each state participating in the federal early intervention program establish a state interagency coordinating council (ICC) to assist and advise the state lead agencies in achieving a coordinated service delivery system. When IDEA was reauthorized in 1991, by the passage of P.L. 102-119, it mandated that at least 20 percent of the members of each ICC be parents of children with disabilities. This documents reviews and answers the questions most frequently asked by new parent

PUB DATE- 99
NOTE- 66p.; Produced with assistance from Richard Daniels, Alan Jones, Geoff Wonnacott, and Cliff Gould.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Design; Guidelines; Public Schools; School Construction; *Science Facilities; *Secondary Education; *Space Utilization

This document offers guidance in the accommodation needs for teaching the sciences in secondary education, either through new construction or the adaptation of existing buildings. Section 1 outlines the range of spaces usually required and examines planning options in new and adapted departments. Section 2 describes the planning of an individual laboratory, covering services distribution, servicing systems, and room layouts. A number of furnished plans are illustrated. Section 3 provides guidance on the teaching and non-teaching spaces supporting the laboratories. Section 4 covers items used in the laboratory and preparation room. Section 5 gives general guidance on services in the science department. Information on appropriate flooring is also included. Section 6 describes adaptation studies in three existing schools, based on the guidance in other sections. Section 7 provides general building cost guidance as well as more detailed information on the cost of servicing systems and fume cupboards. A cost analysis of two adaptation studies are included. Appendices contain a checklist, 42-item bibliography, and glossary of terms. (GR)

ED 452 680 EF 005 903

Williamson, Beech, Ed.; Watson, Lucy, Ed.
Modern Foreign Languages Accommodation: A Design Guide. Building Bulletin 92.
PUB DATE- 00
NOTE- 61p.; Contributions by Andy Thompson, Neville Morgan, and Christine Banks.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Design; *Educational Facilities Design; Guidelines; Public Schools; School Construction; *Second Language Instruction; *Secondary Education; *Space Utilization

This document offers school design guidance for accommodating the needs for teaching modern foreign languages (MFLs) in secondary education. Section 1 outlines the range of spaces in a typical MFL suite and describes how to calculate the number of timetabled spaces required. It includes guidance on planning the suite and what to consider if there is to be community use. Section 2 describes the teaching and non-teaching spaces that might be found in the MFL suite. It gives guidance on the size and shape of spaces and shows typical furniture layouts. Section 3 describes typical MFL equipment and how it can be used most effectively. It also provides guidance on choosing and using furniture. Section 4 outlines the process of setting up and implementing a building project, from briefing to on-site construction. Section 5 presents case studies showing the issues covered in the rest of the document applied to real

PUB DATE- 00
NOTE- 20p.; For the complete collection of working papers, see FL 026 672.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Cultural Awareness; Cultural Background; *English (Second Language); *English Teachers; Grammar; *Language Teachers; Native Speakers; Second Language Instruction; Second Language Learning; *Teacher Student Relationship

This article draws a distinction between teaching English as a Second and Foreign Language (ESL v. EFL), demonstrating that in the latter case, teaching should be moderated towards greater emphasis on formal grammar instruction and on developing learners' interlingual and intercultural awareness. Advantages of EFL teachers who are nonnative speakers of English are shown for some EFL teaching conditions. The advantages are ties to the fact that such EFL teachers are those who, as a rule, share their students' mother tongue and culture and are therefore better prepared for coping with the specific problems that originate from incompatibilities or differences in target and native languages or cultures. Some ways of eliminating such teachers' natural disadvantages as non-native speakers of English are advocated. (Contains 53 references.) (KFT)

ED 452 703 FL 026 675

Schwinge, Diana
Standards, Exit Exams, and the Politicization of Bilingual Education: The Writing Exit Exam at Hostos College.
PUB DATE- 00
NOTE- 20p.; For the complete collection of working papers, see FL 026 672.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Academic Standards; Accountability; *Bilingual Education; Community Colleges; Elementary Secondary Education; *English (Second Language); *Graduation Requirements; *High Stakes Tests; *Politics of Education; Second Language Instruction; Second Language Learning; Test Validity; Two Year Colleges; *Writing Tests
IDENTIFIERS- City University of New York Hostos Community Coll

Standards-based curricula are being created throughout the world, and exit exams are being implemented in order to make sure that students meet those standards. There is a real potential that these standards will help improve the achievement of students, but there is also a possibility that these exams will be implemented in a way that will be harmful to English language learners by denying them a chance for further education and threatening the existence of bilingual education. This paper examines a controversial language planning case, the enforcement of a writing exam requirement at Hostos Community College in New York City. Using Cooper's (1989) accounting framework, this policy analysis examines the covert agendas and implicit ideological agendas of actors in this language planning case and identifies points of leverage that can be used to influence similar cases in the future. (Contains 37 references.) (KFT)

ED 452 704 FL 026 676

Sniad, Tamara Shane
Participant Framework in Tutor Training.

determinants of Fijian school ethos by reporting extreme aspects of English teaching and daily school management. The first part of the narrative described the school's main physical and management features. The second part focused on the teaching and learning of English in the Fijian rural context. The teachers' methodological strategies for teaching English are outlined. It is concluded that systematic teaching of students to the Fijian national English examination is inimical to broader pedagogical objectives, because it ignores the fact that English is not the language of daily life. This finding has relevance for the training of teachers and managers for rural Fijian secondary schools. It underscores that teacher training, without reference to the determining socio-cultural characteristics of Fiji is unlikely to significantly broaden the pedagogy of rural English teachers and hence the English language proficiency of their students. Contains 40 references. (KFT)

ED 452 723 FL 026 696

Schwarzer, David
Noa's Ark: One Child's Voyage into Multiliteracy.
PUB DATE- 01
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Bilingual Education; Case Studies; *Code Switching (Language); Diglossia; Elementary Education; English; Grade 1; Hebrew; *Language Acquisition; *Literacy; Longitudinal Studies; *Multilingualism; Primary Education; Second Language Instruction; Second Language Learning; Sociolinguistics; Spanish; Teaching Methods; Uncommonly Taught Languages

This book asserts that under the right conditions multiliteracy can be developed and provides some of the tools and strategies to enable monolingual teachers to do so. The book is based on an in-depth longitudinal study of a first grade boy studying in a traditional English/Spanish bilingual classroom. The child's early literacy development is closely followed. The research goal is to show the complexity of a young student's multiliteracy development in the context of her daily life in which three languages are presented (English, Spanish, and Hebrew) in different formats, for different purposes and audiences. The goal is to show the pivotal role teachers play in multi-literacy development and to provide some of the tools they need to promote it. Theoretical and practical ideas on early literacy development in general and bi-literacy and multi-literacy in particular are discussed, the book hopes to challenge traditional ideas about bilingual and multilingual instruction. (Contains 39 references.) (KFT)

ED 452 724 FL 026 697

Matsubara, Yoshikazu
Communicative Writing: Teaching Japanese High School Students To Use Writing To Communicate in English.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communicative Competence (Languages); *English (Second Language); Foreign Countries; High School Students;

Process"; (8) "How To Manage Your Supervisor"; (9) "How To Survive in a Predominantly British, White, Male, Full-Time Academic Environment"; (10) "The Formal Procedures"; (11) "How To Supervise and Examine"; and (12) "Institutional Responsibilities." (Contains 47 references.) (SLD)

ED 452 745 HE 033 959

Lofgren, Kent
Studenters fritids--och motionsvanor i Umea och Madison. Ett bidrag till forstaelsen av Pierre Bourdieus vetenskapliga metodologi. Akademiska avhanlingar, Pedagogiska institutionen Nr. 58 (Leisure and Exercise Habits among Students in Umea and Madison. A Contribution to the Understanding of Pierre Bourdieu's Scientific Methodology. Academic Dissertation, Faculty of Social Sciences No. 58).
PUB DATE- 00
NOTE- 275p.
LANGUAGE- Swedish
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Cross Cultural Studies; *Educational Environment; *Exercise; Foreign Countries; Higher Education; *Leisure Time; Sex Differences; *Student Attitudes; *Study Habits; Swedish; Teacher Education
IDENTIFIERS- *Bourdieu (Pierre); Sweden; University of Wisconsin Madison

This study, presented in Swedish with an English summary, analyzed differences between student groups at Umea University, Sweden, and the University of Wisconsin-Madison in terms of study situations, experiences of the university environment, exercise and sports activities, and the connections between study and leisure time activities. The study owes much to "Homo Academicus" by P. Bourdieu (English edition, 1988), and his theories of cultural reproduction, social structures, and "habitus." It focuses on students from the disciplines of teacher education, natural sciences, the humanities, and sports. Attention is also given to family backgrounds and gender. The data were collected in 1994-1995 through 782 questionnaires and 64 interviews. The results show differences between students at the two universities in terms of study time, parents' education, leisure activities, and part-time jobs. Students in these groups differed in many respects, with distinctive characteristics of age and sex ratios. The students' family backgrounds were also divergent, depending on the discipline to which the student belonged. Variations among disciplines were found at both universities. Physical activities (action sports) were popular at both universities, although women and men exercised in different ways. The scientific methodology of Bourdieu is also discussed. Overall, the results indicate that there are subfields in these universities inhabited by individuals with different conditions and "habitus," to use Bourdieu's terminology. Three appendixes contain the study questionnaire and supplemental information. (Contains 153 references.) (SLD)

ED 452 746 HE 033 961

DeZure, Deborah, Ed.
Learning from "Change." Landmarks in Teaching and Learning in Higher Education from "Change" Magazine, 1969-1999.
PUB DATE- 00

fourths were full time, but the proportion of full-time faculty in the senior ranks and holding tenure has declined since 1995-1996. The proportion of faculty members who are women increased, and the proportion of ranked faculty of color increased. OUS offered 12% more class sections in fall 2000 compared with fall 1995, a gain that was accomplished mainly through an increase in adjunct faculty. OUS faculty produced 2.6 million student credit hours in 1999-2000 (up 13% overall in performance reported over three periods: 1995-1996, 1997-1998, and 2000-2001). OUS faculty attracted millions of dollars in new resources to Oregon, especially through grants, gifts, and contracts. Through public service activities, OUS faculty contribute knowledge in real-life settings to Oregon's citizens. Average faculty salaries have remained low at OUS, and these lower salaries have inhibited the ability of the university system to recruit effectively. The Oregon Board of Higher Education recognizes the need to retain and recruit quality faculty to sustain and accelerate the university system's productivity. Seventeen appendixes contain tables of data about faculty numbers, student enrollment, and salaries. (Contains 12 figures.) (SLD)

ED 452 765 HE 033 981

Increasing Medical Student Numbers in England, 2001. Report.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decision Making; *Enrollment; Financial Support; Foreign Countries; Labor Market; Medical Education; *Medical Students; *Resource Allocation
IDENTIFIERS- *British National Health Service; *England

This report provides information on the further allocation of additional medical student numbers in England from 2001-2002 and explains the decision making process underpinning these allocations. A report by the Medical Workforce Standing Advisory Committee in December 1997 concluded that a substantial increase in medical school intakes was required to meet the future workforce needs of the National Health Service. In the previous allocation exercise, some 1,129 new medical places were allocated through a 3-phase process that included establishing two new medical schools. In July 2000, the Government stated that it was seeking an additional 1,000 medical places, which were allocated by competitive bidding. It is expected that the majority of additional student intake will take place by 2006. This report provides details on the medical student allocation process. Five attachments (annexes) contain supplemental information about the process and the places allocated. (SLD)

ED 452 766 HE 033 983

Smart Moves for a Better Future: Your High School Guidebook to College.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

How students used computers and Internet access in the day-to-day work of the problem-based learning (PBL) classroom was studied with second year medical students working in small learning groups. Fifteen students, one from each PBL group, met as a focus group to discuss computer and Internet use. Several themes emerged from the discussions. Overall, there was a generally positive effect of the use of network technology on the PBL discussion process. The role of the preceptor appeared crucial for the group sessions and for the use of electronic resources. The technology was used for several different reasons, especially "foraging" for information or targeted hunting for specific information. The use of the technology appeared to influence students' experience of medical education in terms of electronic cooperation. (SLD)

ED 452 787   HE 034 007

Gimbert, Belinda G.; Nolan, James F., Jr.
Team-Based Curriculum Deliberation in a School-University Partnership: How Far Does It Go?
PUB DATE- 01
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Cooperation; *Curriculum Development; Higher Education; Mentors; *Partnerships in Education; Professional Development; *Professional Development Schools; *Teamwork

The purpose of this study was to describe and assess the collaborative process of curriculum design and implementation that evolved in the context of a school-university partnership. Research questions driving this study were: (1) why do mentor teachers and university faculty in a school-university partnership choose to become involved in a process of developing a classroom learning environment syllabus?; (2) how does this process emerge and become modified?; and (3) what impact does this evolving process have on children, preservice teachers, mentor teachers, and university faculty? The Professional Development School (PDS) classroom learning environment team consisted of 14 members: 2 teacher educators, 11 elementary school mentor teachers from 4 PDS school sites, and a curriculum coordinator. The first part of the paper portrays the contexts of this PDS community. Included in this section are descriptions of the campus-based classroom management syllabus that was taught by a faculty member, and the PDS classroom learning environments syllabus as taught by a team of mentor teachers and university faculty. The second part of the paper describes the process that developed as the university faculty and mentor teachers engaged in curriculum design, co-teaching, and assessment. The final section draws a set of assertions concerning the process and impact of such curriculum generation by a team of university faculty and elementary school teachers. Findings and assertions from this study highlight the contributions that a collaboratively planned and implemented syllabus can make towards the professional development of PDS interns, mentor teachers, and university faculty. The paper also points out important attributes that must be present in the process of curriculum planning to make the collaborative process successful. Appendixes contain syllabi for two PDS intern classes.

learning; and creating a double or triple loop in the learning process to enable participants to reflect on their learning process. All of these practices significantly contribute to the development of an online learning community, a powerful tool for enhancing the learning experience. Each of these is reviewed in detail in the paper. (AEF)

ED 452 807 IR 020 615

Scharf, Meg; Smith, Karen L.
Managed Chaos: Learning in Technology Enhanced Environments.
PUB DATE- 00
NOTE- 8p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Educational Development; Educational Practices; *Faculty Development; Higher Education; *Instructional Innovation; *Learner Controlled Instruction; Nontraditional Education
IDENTIFIERS- University of Central Florida

Learning and information management in technology rich environments is a nonlinear process that teachers cannot pretend to control. The University of Central Florida's (UCF) teaching and information management strategies build on metaphors and models borrowed from Dynamical Systems and Complexity Theories to help teachers and others understand learning processes and effectively guide students in complex environments. The UCF Faculty Center for Teaching and Learning and the UCF Library are tracking and analyzing the processes students use for information acquisition, management and application in order to identify strategies that lead to successful learning and those that break down. The result has been a faculty development process that has moved faculty away from a lecture/information distribution model to one that actively engages students in the learning process. Through the use of templates and guidelines, negotiated outcomes, team roles, and phased deadlines, students have begun to accept responsibility for their own learning and are shifting from passive recipients of information to explorers, discoverers, and experimenters. Some faculty embrace the notion of chaos in the classroom, while others fear it. By understanding the teaching approaches that support dynamic learning and the type of students who can benefit from this environment, UCF has been able to create learning alternatives and to maximize the use of high tech environments, making the most flexible available only to those faculty who are prepared to use them. The UCF model for helping faculty maximize the dynamic learning environment can help other institutions move toward a philosophy that embraces students' ability to discover and apply knowledge that is not only contained in a textbook. (AEF)

ED 452 808 IR 020 616

Lyon, Elizabeth
PATRON: Using a Multimedia Digital Library for Learning and Teaching in the Performing Arts.
PUB DATE- 00
NOTE- 12p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings

descriptions of how the technological innovation is configured should be developed. The complexity of educational technology should be recognized. (AEF)

ED 452 826   IR 020 663

Shakeshaft, Charol
Measurement Issues with Instructional and Home Learning Technologies.
PUB DATE- 99
NOTE- 9p.; In: The Secretary's Conference on Educational Technology, 1999: Evaluating the Effectiveness of Technology. Proceedings (Washington, D.C., July 12-13, 1999); see IR 020 654.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Computer Assisted Instruction; *Computer Uses in Education; *Educational Research; *Educational Technology; *Evaluation Criteria; Measurement; Measurement Techniques; Program Evaluation; Technology Integration
IDENTIFIERS- Technology Implementation

Evaluating the effects of technology use provokes the same evaluation challenges as does any other program intervention. The issues addressed in this paper are based on experience in evaluating the achievement effects of specific technology implementations. Five previous studies of technology use and student achievement are identified in a table, each with purpose, sample/setting, method and data collection, and findings. The remainder of the paper deals with the following topics: determining the technology "input" to be measured; how to measure the amount of student use or exposure; and how to know if technology works, by measuring dependent variables. An appendix lists 10 practical Frequently Asked Questions (FAQs) about measuring information technology effects. Selected sources on measurement of instructional technology are provided. (AEF)

ED 452 827   IR 020 666

McNabb, Mary; Hawkes, Mark; Rouk, Ullik
Critical Issues in Evaluating the Effectiveness of Technology.
PUB DATE- 99
NOTE- 14p.; In: The Secretary's Conference on Educational Technology, 1999: Evaluating the Effectiveness of Technology. Proceedings (Washington, D.C., July 12-13, 1999); see IR 020 654. This report summarizes the conference.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Development; Educational Policy; Educational Practices; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; *Instructional Effectiveness; Instructional Improvement; Program Evaluation
IDENTIFIERS- Technology Role

The Secretary's Conference on Educational Technology: Evaluating the Effectiveness of Technology (July 12-13, 1999) noted a shift in schools' focus on technology. Where once the emphasis

Festival of Learning. Chapter 1 contains one report, "LLW Has a Special Mission" (Olga Drofenik), and Chapter 2 contains these three speeches from the LLW 2000 opening ceremony: "Knowledge without Ethics and Morals Is a Dangerous Good" (France Arhar); "From 'Abecedarij' to Global Lifelong Learning" (Matjaz Kmecl); and "Knowledge Is Not Just Power, It Is a Value" (Zdenko Medves). Chapter 3, "Report on the Implementation of the Project Lifelong Learning Week 2000" (Slavica Borka Kucler) presents an overview and summary of the week's activities and highlights, including preparatory activities, implementation of the main activities, closing activities, and outside help. Chapter 4 is an "Analysis of the Lifelong Learning Week 2000" (Zvonka Pangerc Pahernik), and includes evaluation of providers, events, participants, media support, promotional and information material, promotional material of providers, local authority support, state support, and opinions on cooperation. The final chapter is a short assessment confirming the success of the event and making suggestions for continuing it. (KC)

ED 452 355   CE 081 613

The Changing Nature of Work. NCVER Research Forum (Melbourne, Australia, November 30, 2000).
PUB DATE- 00
NOTE- 51p.; List of local participants (p. 8-15) is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administration; Adult Education; Developed Nations; Dislocated Workers; *Educational Change; Educational Research; *Employment Patterns; *Employment Practices; Foreign Countries; Global Approach; Job Training; Labor Force Development; *Labor Market; *Organizational Development; Postsecondary Education; Secondary Education; Technological Advancement; Temporary Employment; *Vocational Education
IDENTIFIERS- *Australia; Globalization

This publication contains materials from a forum on the changing nature of work (CNW) that brought together researchers and research users to hear how to use findings to improve vocational education and training (VET) in Australia. An overview of the program and biographical information on presenters and panel members follow. The next section reports these research findings on CNW: technology drives globalization which drives the CNW; having higher skill levels is becoming more important; meeting training needs of existing, older, outsourced, and casual workers is important; and the VET sector needs to do much more for casual and outsourced workers. Overviews of the research presented at this forum cover these four themes: (1) "The 'Big Picture': Globalization, International Trends, and the Nature of Work" (Simon Marginson); (2) "Changes in the Australian Labor Market: Impact on Training Arrangements" (Richard Hall), including "Making the Grade? Globalization and the Training Market in Australia" and "'It's Not My Problem': Growth of Non-Standard Work and Its Impact on VET in Australia"; (3) "Changes at the Workplace: New Management Practices and Enterprise Training" (Andy Smith); and (4) "Provider Perspective" (Peter Waterhouse). Each presentation consists of some or all of the following: background to research; key findings; implications for policy, providers, and teachers and trainers; key issues; and directions for further research. Annotations of 24 other reports on CNW follow. (YLB)

Studies in France, Italy and Spain. Synthesis Report.
PUB DATE- 00
NOTE- 76p.; Project coordinator: Mara Brugia.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adjustment (to Environment); Business Administration; Case Studies; Competence; Competition; Continuing Education; Education Work Relationship; *Educational Needs; Emerging Occupations; Employer Attitudes; Employment Opportunities; *Employment Patterns; *Employment Qualifications; Foreign Countries; *Hospitality Occupations; *Hotels; Industrial Structure; Industrial Training; Interpersonal Competence; Job Skills; Labor Force; Labor Force Development; Labor Needs; Managerial Occupations; Marketing; National Surveys; Occupational Information; Office Occupations; Organizational Change; Postsecondary Education; Problem Solving; Questionnaires; Secondary Education; Service Occupations; Speech Skil *Europe; France; Global Economy; Italy; Spain
IDENTIFIERS- *Europe; France; Global Economy; Italy; Spain

Changing occupational profiles in the hotel industry in France, Italy, and Spain were examined in case studies that included interviews with hotel managers, human resource managers, and individuals employed in hotel occupations identified as new or entailing new skills. The study focused on the following topics: (1) changes in the hotel industry (increasing competitiveness and globalization, consumer expectations, quality, and introduction of new technologies); (2) the impact of those changes on organizations and occupational skills; and (3) new occupational skill requirements and the role of training. The study established that the human factor is playing a key role in making the hotel industry competitive and improving its quality. Better qualifications are being required in almost all operational areas and especially for profiles in management, accommodation management, catering, administration, technical services, and events and administration. It was concluded that, in all three countries, training schemes need to be designed to the following groups of competencies that apply to all the occupational profiles analyzed: (1) general skills/knowledge, including speaking and writing skills, eagerness to continue learning, problem-solving skills, and attention to quality; (2) social skills; (3) technological skills; and (4) business management and marketing skills. (The survey instruments are appended.) (MN)

ED 452 373 CE 081 640

What We Heard: Campus Alberta Symposium--Results through Collaboration. Proceedings (Edmonton, Alberta, October 10-11, 2000).
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Education; Adult Learning; Adult Programs; *Articulation (Education); Change Strategies; Computer Uses in Education; Conferences; Cooperative Planning; Coordination; *Delivery Systems; Educational Change; Educational Needs; Educational Opportunities; Educational Quality; Educational Technology;

Education; State Surveys; Student Characteristics
IDENTIFIERS- *Ontario

A study investigated effects of implementation of a new policy by the Ontario Ministry of Education that decreased grants for adults and amended the Ontario Education Act, forcing school boards to develop a parallel but "basic service" system of education for everyone over age 21. All adult students in daytime secondary school programs were asked to supply basic demographics; human rights information such as whether students had a disability or belonged to a visible minority; whether they had special education needs; and information pertaining to student knowledge of pending changes in the grant system and their possible effects. Submissions were received from 117 schools, representing 7,723 completed questionnaires. The next phase of the research examined the changes that had occurred in five Target Boards (TBs) in the year following implementation of the adult funding model. Findings indicated that TBs responded to the changes in government policy by redesigning their adult programs using a continuing education model and creating policies directing adults to the new system. This resulted in a narrowing of educational opportunities for adults. Women, visible minorities, people with disabilities, and people who registered in English as second language courses were disproportionately represented among those adults who attended secondary school programs before and after the changes in government policy. (Instruments are appended.) (YLB)

ED 452 389   CE 081 657

Stratton, Mary; Levine, Barbara
Women and Community Economic Development--Changing Knowledge, Changing Practice: A Summary of Research Results. NALL Working Paper #12.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Community Development; Developed Nations; *Economic Development; Economic Impact; Educational Finance; Educational Opportunities; Educational Research; *Females; Foreign Countries; Interviews; Lifelong Learning; *Theory Practice Relationship; *Womens Education
IDENTIFIERS- *Canada

A preliminary study explored how Canadian practitioners who are engaged in community economic development (CED) that includes or is specific to women gain new information relevant to their work and how they incorporate that new learning into their daily practice. Interview questions focused on sources of information, learning opportunities and processes, relative usefulness of different kinds of knowledge, and how practitioners managed to apply new knowledge to their work. Results indicated nearly all 15 participants identified lack of an organized source of information about women's CED as a problem. Other major themes were that all respondents reported multiple work duties that required different sets of knowledge; many sources were used to obtain the diverse information practitioners required; participant ratings suggested most organizations are engaged in ongoing efforts to incorporate and improve on CED best practice; failure to implement available knowledge was usually due to a lack of resources such as time and money; practitioners frequently reported applying their that was developed over a 3-year period by Human Resources Development Canada (HRDC) and Statistics Canada in consultation with provincial and territorial ministries and departments of labor and education. The YITS is designed to provide policy-relevant information about school-to-work transitions and factors influencing pathways among education, training, and work. The YITS' implementation plan encompasses a longitudinal survey for each of two cohorts, ages 15 and 18-20, to be surveyed every 2 years. The sample design for the 15-year-old cohort is a school-based frame allowing selection of schools and then individuals within schools. The sample design for the cohort aged 18-20 is similar to that of Canada's Labour Force Survey. The survey questions examine factors influencing respondents' academic achievement and educational and career aspirations and outcomes. Pilot surveys and interviews for the younger and older cohorts were conducted in April-May and January-February 2000, respectively. Data for the YITS will be collected through computer-assisted telephone interviewing. Primary results from both age cohorts are expected to be available in late 2001. (Addresses of eight project contacts are listed. Lists of the HRDC project advisory panel and 154 references are appended.) (MN)

ED 452 406   CE 081 688

Merlot, Sylvie-Anne
Employment Prospects in the Hotel and Catering Trade: A Franco-American Comparison.
PUB DATE- 00
NOTE- 6p.; Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; Career Ladders; Comparative Analysis; Dining Facilities; *Education Work Relationship; Educational Needs; Employment Level; Employment Opportunities; *Employment Patterns; Employment Projections; *Employment Qualifications; Entry Workers; Food Service; Foreign Countries; *Hospitality Occupations; *Hotels; Job Skills; Labor Conditions; Outcomes of Education; Postsecondary Education; Quality of Working Life; Recruitment; Secondary Education; Self Employment; Vocational Education; Work Environment; Youth Employment
IDENTIFIERS- Catering; *France; *United States

In both France and the United States, restaurants remain the hotel and catering sector's main employer. In France, 25% of hotel and catering personnel are self-employers versus fewer than 5% in the United States; however, the growth of hotel and restaurant chains in France may eventually limit opportunities for creating an independent activity. The French hotel and catering industry is characterized by high turnover and a largely young, unskilled work force. High-level jobs are increasingly reserved for those with specialized diplomas in fields such as business and management. The situation in the United States is similar. With the exception of gourmet cooking, the traditional activities of the sector in both countries remain fairly indifferent to high-level diplomas and privilege on-the-job training. However, hotel and restaurant chains have a great demand for higher education graduates. Although chains and large employers in the United States and France generally have a stronger union presence and often provide better employment conditions and possibilities of

(Gibb); "Work-Related Skilling in Primary and Secondary Schools in Papua New Guinea" (Guy); "Making Judgments as the Basis for Workplace Learning--Preliminary Research Findings" (Hager, Beckett); "Who's Listening, Who Cares?" (Harper, Hopkins); "Quality VET" (Harris, Simons); "Meaning-Making in Qualitative Research" (James, Mulcahy); "Student Readiness to Learn Via the Internet" (James); "Learning in Small Business" (Kilpatrick, Crowley); "Evaluating Flexible Learning Materials" (MacCann); "Place of VET Strategy Within the Overall Planning Framework of Government" (Maglen, Hopkins); "Future Paths and Challenges for Quality and Diversity in VET" (Malloch); "Equity and Local Partnership in VET" (McIntyre); "Research on the Economics of VET" (McKenzie); "What Difference Does a Research Center Make?" (McKenzie); "Different Models of Delivery--Student Outcomes and Students' Perspectives" (Misko); "Working on Curriculum Recommendations for Women Leaders and Managers, 2010" (Nevard); "Longitudinal Study of Outcomes of VET Programs" (Phan); "Seeking the Geek Girls" (Price, Woolley); "Workplace Trainers" (Simons et al.); "When One Survey Is Not Enough" (Smith, Hill); "Research Informing Practice" (Smith); "Internet Delivery for VET Sector Students at UniSA" (Snewin); "What's Happening with VET in Senior Secondary Schools?" (Spark); "Matching Research Methodologies with Organizational Experiences" (Staron); "Value of VET in a Non-Metropolitan Community" (Toms et al.); "Supporting Students in a Flexible Learning Environment" (Twyford); and "Lifelong Learning" (Watson). (YLB)

ED 452 420   CE 081 710

Future Research, Research Futures. Proceedings of the National Conference of the Australian Vocational Education and Training Research Association (AVETRA) (3rd, Canberra, Australia, March 23-24, 2000).
PUB DATE- 00
NOTE- 490p.; For 1998 and 1999 proceedings, see CE 081 708-709. Assisted by the Australian National Training Authority. Berwyn Clayton was the conference convenor.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Persistence; Access to Education; Adult Education; Adult Educators; Adult Literacy; Articulation (Education); Case Studies; Competency Based Education; Delivery Systems; Distance Education; Diversity (Student); *Educational Innovation; *Educational Research; Employer Attitudes; Employer Employee Relationship; English (Second Language); Equal Education; Foreign Countries; *Industrial Training; Job Training; *Lifelong Learning; Literacy Education; Longitudinal Studies; Migrant Education; Off the Job Training; On the Job Training; Outcomes of Education; Postsecondary Education; Program Evaluation; Research and Development; Rural Schools;
IDENTIFIERS- Australia; Competency Based Assessment; *Flexible Learning; Learning Organizations; New Zealand; Online Courses; Trainer Role; Work Based Learning

These proceedings consist of 66 conference papers on these themes: changing nature of work; emerging technologies; internationalization of vocational education and training (VET); enterprise and educational innovation; flexible delivery approaches; and research and technology and using technology in research. The papers are "Training Needs of Older Workers" (Ball et al.); "In Search of Evaluation Truths--Representation and Abstraction" (Barratt-Pugh); "Competency-Based Assessment--One-Minute Wonder or Here to Stay?" (Booth); "Technical and Further Education (TAFE) as a Pro-Active Partner in VET in

Over the past few decades, social reproduction theorists have criticized achievement ideology as a dominant and dominating myth that hides the true nature of class immobility. Social reproductionists' primary criticism of achievement ideology is that it blinds the working class, regardless of race or gender, to the possibilities of collective social action against capitalism. Although Marxist scholars only include race as an outcome of or afterthought to capitalism, there have been attempts to add race to the field of social reproduction theory. The problem of whiteness still haunts workers' struggles in that white Marxists tend to believe that a primary focus on race draws attention away from class analysis and class unity. By beginning their analysis with their focus on achieving middle class status, reproductionists miss a depth of knowledge on the larger force of achieving whiteness on working-class whites. Reproductionists argue that the working class exists because it allows the middle class to be regenerated. A similar argument can be made for race, namely, that it is a social construction and not a biological reality. Achievement ideology can no longer be perceived solely in terms of achieving middle class status. It must instead be viewed in more race-focused terms. (Contains 25 references.) (MN)

ED 452 436   CE 081 752

Beginnings IV: A Publication of Adult Student Writing of the Ohio Writers' Conference.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 01
NOTE- 109p.; Published in conjunction with the Ohio Writers' Conference (4th, Loudonville, Ohio, April 20, 2001). For Beginnings III, see ED 440 284.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; Basic Writing; *Creative Writing; *Literacy Education; Personal Narratives; Poetry; Prose; Reminiscence; Short Stories; State Programs; *Student Developed Materials
IDENTIFIERS- *Ohio

This document contains 61 poems, short stories, and personal reflections that were selected from more than 300 entries submitted by adult literacy students throughout Ohio. The works included are as follows: "The Apartment" (Shirley Pettit); "The Last Poem Before I Die" (Lonnie Littleton); "A Family Lost" (Mary Rapp); "Inner Child" (Regina Mulkey); "Life Changes" (Michael McFadden); "Blood" (Toshia Smith); "Life as a Single Father" (Dale Sherman); "A Turtle?" (Marjie Mustard); "The Paper" (Christine Seman); "Fade Myself" (Faith D. Crabtree); "Wings to Fly" (Karen Barnes); "My Life on the Streets; Mi Vida en las Calles" (Christian Velez); "Relax, Be Gentle" (Karen S. Smith); "Divorce" (Carol E. Gessner); "Hobbies" (Linda Montgomery); "Hit Man" (Diane Brown); "Liquid Nightmare" (Larry Hurd); "Life and Choices" (Patricia Santos); "Shaking Hands" (Mahammed Kutubuddin); "I Never Dreamed" (Roberto Benitez); "Goodbye, Love" (Christopher Barker); "Old Friends" (Cynthia Rush); "Love" (Adam D. Rice); "A Christmas Rose" (Twila Cross); "Haircut" (Kum Sun Kim); "Mommy" (Renee Glaze); "A Day in the Life of a Typical Mother" (Sally White); "New World" (Christine Seman); "Fly Away...Beside Me" (Monique Ross); "My Grandson and Me" (Art Massengill); "My Teacher" (Monique G. Ross); "September" (Prescious Eutsey); "Dear Mom" (Dawn Bradley);

McCullagh, Cheryl, Ed.; Froyen, Gary, Ed.
Iowa Journal of School Social Work, 1994-1998.
PUB DATE- 98
NOTE- 238p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Anger; Attention Deficit Disorders; Behavior Disorders; Burnout; Certification; Credentials; Elementary Secondary Education; *Professional Associations; *Professional Development; Research; Role; *School Social Workers
IDENTIFIERS- Traumas

This publication of the Iowa State School Workers' Association is dedicated to the enhancement of social work practice in schools. Within the social work profession, school social workers may find themselves on the cutting edge and forefront of issues affecting students. The articles in these journals attempt to provide comprehensive knowledge about human behavior and to help refine social worker's skills to address the concerns they encounter. Included in this series of journals are articles on understanding credentialing of school social workers; the history of the National Association of Visiting Teachers; causes of burnout among school social workers; a legislature's reflections; trauma intervention; and improving services for students with disabilities. Each issue contains numerous references. (JDM)

ED 452 457 CG 030 876

Davidson, Lucy; Potter, Lloyd; Ross, Virginia
Surgeon General's Call to Action To Prevent Suicide.
PUB DATE- 99
NOTE- 24p.; Written in collaboration with Virginia Trotter Betts, Alex Crosby, Robert DeMartino, Rodney Hammond, Kay Jamison, Jane Pearson, Darrel Regier, Elsie Weyrauch, and Gerald Weyrauch.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Cooperation; *Mental Disorders; *National Programs; Older Adults; *Prevention; *Program Development; Social Action; *Substance Abuse; *Suicide
IDENTIFIERS- *Suicide Prevention

In 1996, suicide was the ninth leading cause of death in the United States. The nation must address how to develop and implement a national strategy for suicide prevention to achieve a significant and measurable reduction in suicidal behaviors. A national conference on suicide prevention brought together policymakers, health and mental health clinicians, community leaders, and suicide survivors. This call for action offers a blueprint for addressing suicide: Awareness, Intervention, and Methodology (AIM), an approach derived from the collaborative deliberations of the conference participants. AIM presents 15 recommendations refined from consensus and evidence-based findings. Recognizing that mental and substance abuse disorders confer the greatest risk for suicidal behavior, these recommendations suggest an approach to the problem of unrecognized and untreated mental health and substance abuse problems, particularly in adolescents and the elderly. Working together locally and at the national level to complete and implement a national strategy for suicide prevention is an important step in responding to this public health problem.

and programs the dean of students normally supervises. Part III considers several organizational issues affecting the dean of students, including the dean's place in the organizational hierarchy. (Contains 11 references.) (JDM)

ED 452 479   CG 030 918

Kimbrough, Walter M.; Sutton, E. Michael
The Persistent Pledging of Black Greeks: A Student Development Approach for Understanding and Challenging the Culture.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; College Environment; Diversity (Student); Ethnicity; *Fraternities; Higher Education; Minority Group Influences; Social Organizations; *Sororities; Student Attitudes; Student Experience
IDENTIFIERS- *Pledging (Social Organizations)

The development of the Greek system on college campuses as brought about an evolution of a unique student culture within higher education. Most of the research on the Greek experience does not acknowledge the presence of Black fraternities and sororities although these organizations have over 90 years experience on campuses. This paper describes the Black Greek culture with emphasis on the membership intake process and offers a contextualization of the problems using student development theory to offer reasonable strategies for salvaging this aspect of college life. Since the major object of these groups is to uplift the race, student affairs professionals should assist Greek organizations in designing rites of passage that affirm rather than demean the ethnic identity of potential members. This means reversing some of the patterns of neglect and the laissez-faire attitude that some may hold because they are not comfortable with the Black Greek culture or do not fully understand its workings. This new level of attention means actively using theory in advising the chapters. By actively engaging these students, higher education may be able to create a new, healthier culture that supports student development, active learning, and community building. (Contains 30 references.) (JDM)

ED 452 480   CG 030 919

Bridges to Student Success.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Cooperation; Experiential Learning; Higher Education; Leadership Training; Organizational Effectiveness; *Program Design; Program Effectiveness; *Student Experience; *Student Personnel Services

This publication of the National Student Affairs Administrators in Higher Education presents members' achievements in developing exemplary programs in the year 2000. Seven programs were identified for their ability to enrich the educational experience of college students. The programs demonstrate the spirit of innovation and resourcefulness and address the toughest problems facing student affairs professionals today. Two of the programs help at-risk students; three help meet the

PUB DATE- 01
NOTE- 93p.; Master of Arts Action Research Project, Saint Xavier University and IRI/SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Grade 8; *Instructional Effectiveness; Junior High Schools; *Reading Achievement; *Reading Comprehension; *Reading Improvement; Reading Instruction; Reading Strategies; *Vocabulary Development; Word Recognition

This action research project focused on causes for reading deficiencies of the targeted eighth grade students and how those deficiencies affect students' achievement in language arts, science, and mathematics. The targeted population consisted of 30 eighth grade students in a middle-class community located in a suburban area of a large Midwestern city. The problem of declining reading performance, and its impact on content area subjects, was evidenced by a decline in reading scores on the State Standards Achievement Test, a survey of targeted students, and an interview of students by the teacher researchers. Primary causes were identified as the lack of students' ability to identify and define unfamiliar words and a reading rate that fell short of eighth grade academic demands. Secondary causes were a lack of student practice and poor motivation as it pertains to reading. An intervention strategy was devised. The plan involved the teacher researchers in the subjects of language arts, science, and mathematics. The intervention strategies devised to address the word-recognition issue were as follows: introduce new vocabulary; and to teach strategies which use contextual clues to define the meaning of unfamiliar words. The intervention strategies devised to improve reading rate and comprehension were as follows: (1) provide students with practice; (2) teach strategies for determining and rewording definitions of unfamiliar words in factual readings; (3) administer timed reading quizzes in both science and mathematics; (4) administer follow-up comprehension checks after science and mathematics quizzes; (5) encourage outside reading to improve both vocabulary and reading rate; and (6) model good reading methodology. Post-intervention data indicated that students had learned and were now using strategies to define unknown words in context. This strategy, when practiced, positively impacted student comprehension, particularly in the content areas of mathematics and science. However, because the time frame was short, a measurable increase in the reading rate was not noted. (Contains 46 references, a table, and 20 figures of data. Appendixes contain survey instruments and numerous vocabulary and comprehension tests.) (RS)

ED 452 503   CS 014 366

Angell, Christa
I Can Read! Reading Strategies That Work for Students at Risk.
PUB DATE- 01
NOTE- 70p.; Master of Arts Action Research Project, Saint Xavier University and IRI/SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Grade 1; *High Risk Students; Models; Phonics; Primary Education; Reading Difficulties; *Reading Instruction; *Reading Strategies; Vocabulary Development; Writing Strategies

ongoing, meaningful communication between adults and children. Secretary of Education Rod Paige and guest panelists Lue Alma Sumlin, Reid Lyon, Dea Salter, Sharon Darling, and Norma Garza address such questions as: Why emphasize reading and language with young children? What does a quality early learning environment look like for pre-school children? What activities can parents do to help lay the foundation for reading? What types of professional development should early childhood professionals undergo to ensure students are prepared for elementary school? How can family literacy programs help children to be ready to read as they help to break the intergenerational cycle of literacy? What role can public schools play in assuring all 3- to 5-year-old children have quality learning experiences? and How can schools build partnerships with local childcare providers, businesses, social service agencies, and others to strengthen early learning? (RS)

ED 452 522   CS 217 320

Glandon, Shan
Caldecott Connections to Language Arts.
PUB DATE- 00
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Classroom Use - Teaching Guides (For Teacher)
  (052)
DESCRIPTORS- *Childrens Literature; Class Activities; Classroom
  Techniques; Elementary Education; *Illustrations; *Language
  Arts; Learning Activities; Multiple Intelligences
IDENTIFIERS- *Caldecott Award; Learning Across the Curriculum;
  *Trade Books

Teachers can take advantage of the appeal and power of Caldecott Award literature to extend and promote learning across the curriculum. This book demonstrates how to use award-winning books as springboards to language arts learning in the library and classroom, and the expansion of student awareness and appreciation of illustration techniques. For each of the 12 Caldecott titles, the book provides background information on the illustrations, curriculum connections, lesson plans, and support materials for teaching. It also integrates Howard Gardner's multiple intelligences with curriculum content. With a flexible, discovery approach, the book's activity units focus on student-centered, experiential, holistic, and authentic learning, and they are ready for instant implementation. Targeted to primary grade objectives and abilities, the book includes an array of both individual and collaborative projects. The book also fosters collaborations between library media specialists and classroom teachers. It includes a section on the Caldecott Award and its founder, Randolph Caldecott. Contains a glossary. (NKA)

ED 452 523   CS 217 337

Kaufman, Douglas
Conferences & Conversations: Listening to the Literate Classroom.
PUB DATE- 00
NOTE- 214p.; Afterword by Linda Rief.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

Broughton, Merry G.
Poetry Covers It All! Integrating Poetry in All Curriculum Areas.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Writing; Elementary Secondary Education; Interdisciplinary Approach; Learning Activities; *Poetry
IDENTIFIERS- Poetic Forms

This collection of ideas for poetry is intended to provide teachers with tips for ways in which poetry could be integrated into the daily classroom curriculum. Noting that talking about poetry is an important step in helping students see poetry as a viable outlet for their voices, the collection states that poetry should also offer students connections to their real lives. It recommends including classical as well as contemporary poetry for students' reading enjoyment. The collection is divided into the following sections: (1) "A Prayer for Children" by Ina Hughes; (2) Forward; (3) Intentions; (4) Beginning; (5) Poetry Ideas (contains 44 ideas); (6) Reading Poetry Aloud; (7) Assessment and Evaluation; and (8) Concluding Thoughts. (NKA)

ED 452 543 CS 217 456

Condon, Mark W. F.; McGuffee, Michael
Real ePublishing, Really Publishing! How To Create Digital Books by and for All Ages.
PUB DATE- 01
NOTE- 100p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Writing; Class Activities; Classroom Environment; *Electronic Publishing; Elementary Education; Learning Activities; Technology Integration; *Writing for Publication
IDENTIFIERS- Digital Photography; *Electronic Books

This book aims to help teachers turn their classrooms into their very own publishing companies. All that is needed is a computer, a word processor, a digital camera, a color printer, and access to the Internet. The book explains that a new genre of publication, Webbes, are simple nonfiction picture books, and that, matching meaningful text with digital photography, these e-publications are natural means for celebrating and documenting the activities of any curricular unit. It points out that these compositions, in any language or even in two languages, invite writers from every ethnicity, social class, and language group in a school to see publication as a natural part of literacy learning and its complement to developing content concepts. Chapters in the book are: (1) Really Publishing?; (2) Voila! Instant Webbes!; (3) Authoring: Where Readers and Writers Meet; (4) Seeing What You Mean: Digital Cameras and Photography; (5) Production and Editorial: Putting It All Together; (6) Printing and Binding: Hey! It's a Book!; (7) Distribution and Promotion: Getting Out the Word...and the Picture; (8) Your Emergent Publishing Company; and (9) Web Books for Everyone. Appendixes contain: Webbe step-by-step convey clear perspectives and solid reasoning. (NKA)

ED 452 562 CS 217 529

Indiana's Academic Standards: 11th Grade English/Language Arts.
PUB DATE- 00
NOTE- 17p.; For other Indiana Standards, see CS 217 527-530. Adopted by the Indiana State Board of Education, Summer 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *English; *Grade 11; High Schools; *Language Arts; Parent Participation; Skill Development; *State Standards
IDENTIFIERS- *Indiana; Response to Literature

This booklet of academic standards spells out what students should know and be able to do in Grade 11 English/Language Arts. The booklet gives examples to help students understand what is required to meet the standards and provides a list of 10 things parents can do to help their child get a good education. It outlines the following seven standards for Grade 11 English/Language Arts: (1) Reading: Word Recognition, Fluency, and Vocabulary Development--Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately; (2) Reading: Reading Comprehension--Students read and understand grade-level-appropriate material; they analyze organizational patterns and evaluate authors' arguments and positions; (3) Reading: Literary Response and Analysis--Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science; (4) Writing: Writing Process--Students write coherent and focused texts that show a well-defined point of view and reasoned argument; (5) Writing: Writing Applications--At Grade 11, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1500 words; (6) Writing: Written English Language Conventions--Students write using Standard English conventions; and (7) Listening and Speaking: Skills, Strategies, and Applications--Students formulate thoughtful judgments about oral communication; they deliver focused and coherent presentations that convey their clear perspectives and demonstrate solid reasoning. (NKA)

ED 452 563 CS 217 530

Indiana's Academic Standards: 12th Grade English/Language Arts.
PUB DATE- 00
NOTE- 17p.; For other Indiana Standards, see CS 217 527-52930. Adopted by the Indiana State Board of Education, Summer 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *English; *Grade 12; High Schools; *Language Arts; Parent Participation; Skill Development; *State Standards

Education; Property Appraisal; *Property Taxes; School District Autonomy; *School District Wealth
IDENTIFIERS- *Vermont

A unanimous 1997 state Supreme Court decision declaring Vermont's educational funding system unconstitutional prompted the legislature to pass Act 60 establishing state block grants and a guaranteed tax-yield system. Act 60 is working to provide equity in tax burdens and in tax rates. A variety of transitional features have helped to buffer wealthier towns from immediate, substantial local property-tax increases required to provide poorer towns with nearly-equivalent educational funding. The preliminary data indicate differences in spending are diminishing. A 1999 study by Lorna Jimerson indicates that historically poor schools are now making investments in maintenance and repairs. Act 60 requires a state-testing program, demands implementation of standards, provides technical assistance, and relies on direct state intervention when necessary. The Jimerson study found that districts were actively pursuing data-driven instructional improvement efforts. Earlier efforts to circumvent the capture of local tax revenue for funding equalization by raising private funds have been abandoned by all but a few schools, even as the legislature considers capping such gifts. Many districts object to funding caps on statewide support for special education, and relaxation of the caps, with additional monitoring, appears forthcoming. A projected 24 percent increase in health-insurance premiums may absorb a substantial portion of the equalization in funding. Recommendations for harmonizing property value assessments are currently being implemented. To address the vulnerability of small schools under per-student funding plans, the state provides an extra-student count multiplier for schools with fewer than 20 students per grade level. (TEJ)

ED 452 581 EA 030 929

Gereluk, Dianne
The Charter School Collapse: A Case Study.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Budgeting; *Charter Schools; Educational Change; *Educational Legislation; Educational Policy; Elementary Secondary Education; Foreign Countries; *Policy Analysis; *Politics of Education; *School Closing; State Aid; *State Regulation
IDENTIFIERS- *Alberta

Many Canadian provinces are looking to Alberta for guidance about charter schools. This case study examines the closure of one charter school to identify the obstacles other schools may face. This study uses critical policy analysis and the "politics of interpretation" to examine the political context of educational policy issues. While linear models of policy analysis fail to allow for feedback, the approach used here includes a consideration of implicit and explicit rules and values, the interests of diverse groups, and the assumptions embodied in contrasting educational paradigms. Alberta's political climate, coupled with budget austerity during hard

ED 452 600 EA 030 990

Brehony, Kevin J.
Using and Abusing the Past: The Use of History in the Performance Related Pay Debate.
PUB DATE- 01
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, Washington, April 10-14, 2001). Support provided by The British Academy.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; Educational Change; *Educational Improvement; Educational Policy; Elementary Secondary Education; Foreign Countries; *Merit Pay; *Performance Based Assessment; Policy Formation; *Politics of Education; Public Schools; *Teacher Salaries
IDENTIFIERS- *United Kingdom

Since the 1980s there have been several attempts in the United States to depart from the single-salary schedule in place since the 1920s and to apply performance-related or merit pay (PRP) to teachers, assessed either at the school level or individually. Meanwhile, in England, a performance-management process is now being implemented that is also a major departure from the manner in which salaries have been calculated. This paper discusses why work advocating PRP in the United States is relevant to a discussion of the same process in England, despite their differences. It looks at the use of history made in that literature before providing a historical account of teachers' pay in England. This work also discusses the background of PRP in England and describes its main features. Much of the argument in favor of PRP rests on the view that a historical change is taking place in the nature of work and the structure of organizations. This paper points out that the changes form a normative model identical to that proposed by post-Fordism. Teachers in England are very demoralized, evidenced in falling recruitment rates and problems with retention. An increasing number of teachers are deciding neither to enter nor to stay. Under the new contracts, uncertainty created by reward and performance-management strategies add to the insecurity created by lack of job tenure. (Contains 8 pages of references.) (DFR)

ED 452 601 EA 030 991

Schoppmeyer, Martin W.
The Arkansas School Finance Case: Is It Over Yet?
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Education Finance Association (Cincinnati, OH, March 23, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; *Educational Finance; Educational Improvement; Educational Quality; Elementary Secondary Education; *Federal Regulation; *Finance Reform; *Government Role; Public Schools; *Tax Allocation

This paper reports on the protracted history of the Arkansas school-finance case, the longest-running school-finance lawsuit in the United States. It details in chronological sequence the social skills for successful school, family, and vocational functioning; and the improvement of executive functions in order for the student to learn and behave more independently and effectively. Specific compensatory strategies are listed, along with environmental and instructional modifications. (Contains 54 references.) (CR)

ED 452 620 EC 308 377

Report on the Post School Status of Former Special Education Students in the Big Five Cities.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Attendance; *Disabilities; Educational Planning; Elementary Secondary Education; *Employment; Higher Education; *Independent Living; *Outcomes of Education; Program Effectiveness; Program Evaluation; Special Education; *Transitional Programs; Young Adults
IDENTIFIERS- New York

This report provides updated information on how transition policies for New York students with disabilities are being implemented in Buffalo, New York City, Rochester, Syracuse, and Yonkers. It summarizes the findings about former students' post-school employment, postsecondary education, and community living status, and identifies the program components, including transition planning, that contributed to their success. A Post School Indicators Survey was given to 1,037 former students who were in special education programs and a reference group of 217 former general education students. Results indicate: (1) 62 percent of former students who were in special education either were working or attending postsecondary education; (2) slightly more than one-third of former special education students were working in paid competitive jobs in the community; (3) former special education students participated in postsecondary education half as often as did the reference group from general education; and (4) former special education students who reported that planning for transition helped them show better outcomes on four factors: completion of high school diplomas, transition to postsecondary education, employment, or day program alternative, connection to adult services, and preparedness for community living, working, and postsecondary education. (CR)

ED 452 621 EC 308 378

Report on Progress in Implementing Reform of Preschool Special Education.
PUB DATE- 99
NOTE- 15p.; Some figures and text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; Delivery Systems; *Disabilities; *Educational Change; Educational Objectives; Educational Policy; *Educational Quality; Inclusive Schools; *Preschool Education; Program Development; Program Evaluation; Program Implementation; Services; *Special Education; *State Legislation
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; New York

This report summarizes results of initiatives established to part of a 5-year project to develop a comprehensive system of assessment within a decision-making framework for programs serving children with and without disabilities, birth to age 8. The set of tools, Exploring Solutions Assessment, is described including program features, activity/curriculum-based, and ecobehavioral assessments. Compared to measures of child progress, these measures of potential solutions focus on a child's strengths and weaknesses in the curriculum to identify skills mastered and skills to be taught, child/caregiver behaviors most likely to enable the learning of these skills, and elements of the child's learning environment most responsible for teaching these skills and supporting their generalization. Appendices include a list of program features, a teacher survey, activity-based assessment scripts, and ecobehavioral assessment instrument taxonomies. (Contains 102 references.) (DB)

ED 452 640 EC 308 397

McConnell, Scott; McEvoy, Mary; Carta, Judith J.; Greenwood, Charles R.; Kaminski, Ruth; Good, Roland H., III; Shinn, Mark
Theoretical Foundations of the Early Childhood Research Institute on Measuring Growth and Development: An Early Childhood Problem-Solving Model. Technical Report #6.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 26p.; With assistance from James Ysseldyke and Paula Goldberg. For related technical reports, see EC 308 392-396 and EC 308 398.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decision Making; Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Evaluation Methods; Models; *Problem Solving; *Program Development; Services; Theories; Young Children

This report describes the decision-making model that provides the theoretical framework being developed by the Early Childhood Research Institute on Measuring Growth and Development (ECRI-MGD) in a 5-year project to generate a set of common child and family indicators that can be used within a comprehensive system of service delivery for young children with disabilities, birth to age 8. The report first looks at the current model of assessment and service delivery in early intervention and limitations of the model. These limitations include lack of linkage across assessment phases, lack of linkage to long-term goals, and lack of theoretical framework for decision making. It then explains the rationale for and components of the Problem-Solving Model of decision making. It identifies theoretical assumptions and the two types of assessment tools used, Individual Growth and Development Indicators and Exploring Solutions Assessments. A table provides an overview of the ECRI-MGD Problem-Solving Model including the decision-making phase, questions, and assessment tools and procedures utilized. The final section discusses similarities and differences between the ECRI-MGD Problem Solving Model and the current model of assessment in early intervention. (Contains 21 references.) (DB)

ED 452 641 EC 308 398

McConnell, Scott; McEvoy, Mary; Carta, Judith J.; Greenwood, ICC members. It is intended to be an introduction for parent members as they become familiar with the workings of the ICC. Questions answered include: (1) What is the Interagency Coordinating Council and how does it relate to young children in my state? (2) What can I read to help me understand the law? (3) Who else serves on the ICC? (4) Should I contact past parent members? (5) Are there local ICCs, what is their role, and how do we communicate with their members? (6) What information should I get about my ICC? (7) What is my role on the ICC? (8) What is NECTAS and how can it help me as an ICC member? A list of introductory resources is included. (SG)

ED 452 659   EC 308 505

Vohs, Janet R., Ed.
Natural Environments for Infants and Toddlers: An Inquiry into the Origin and Meaning of the Term.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 93
NOTE- 6p.; Published with "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Based Instruction (Disabilities); *Disabilities; Early Childhood Education; *Early Intervention; *Educational Environment; Educational Legislation; Educational Practices; Federal Legislation; *Inclusive Schools; Mainstreaming; Preschool Education; Special Education
IDENTIFIERS- Americans with Disabilities Act 1990; Education for All Handicapped Children Act; *Individuals with Disabilities Education Act Part H; Rehabilitation Act 1973

Natural environments is a term used in the regulations for Part H of the Individuals with Disabilities Education Act (IDEA). It states that early intervention services must be provided in natural environments, including home and community settings in which children without disabilities participate. Questions addressed in this paper include: (1) What is a natural environment? (2) What is the interface between what is meant by natural environments and integration and inclusion? (3) Does "natural environments" mean "least restrictive environment"-- the term used in Part B of IDEA-- for babies? (4) Who determines what a natural environment is and is it the same for every family and child? and (5) What happens during a transition from Part H to Part B, Section 619 of IDEA? The document also examines three key laws that have had a significant impact on the concept of natural environments in the past 20 years: (1) the Rehabilitation Act of 1973; (2) the Individuals with Disabilities Education Act (formerly called the Education for All Handicapped Children Act (EHA) and referred to as P.L. 94-142); and (3) the Americans with Disabilities Act. (SG)

ED 452 660   EC 308 506

Rasbold, Ruth-Ann
Research Strategies for Strengthening Your Work on the ICC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 94
NOTE- 8p.; Published with "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

school projects. Appendices contain a glossary of terms and a 17-item bibliography. (GR)

ED 452 681   EF 005 906

Arts Education Facilities Planner for Grades 9-12.
PUB DATE- 00
NOTE- 83p.; Contributions by Roger Ballard, Bryar Cougle, David Edwards, and Preston Hancock. Supplement to the "North Carolina Public Schools Facilities Guidelines." Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Design; *Educational Facilities Design; *Educational Facilities Planning; *Fine Arts; High Schools; Public Schools
IDENTIFIERS- North Carolina

This document suggests facilities necessary to conduct instruction in arts programs in grades 9-12 and conveys essential features that should be present. As a reference document for school facilities designers, it describes arts education programs and the facilities that support them, with some sections focusing on the concepts and features common to most or all arts education subject areas, and others describing requirements peculiar to the individual areas of dance, music, theater arts, and visual arts. Sample floors are also provided and generally represent the top end of the facilities spectrum and reflect spaces that are ideal for maximum implementation of the standard state course of study. Appendices contain arts education program descriptions; the cubic volume for choral and instrumental music rooms; design issues for a comprehensive music education delivery system at the high school level; and sample plans for dance, general music, choral music, instrumental music, electronic keyboard lab, theater arts classroom, black box arena, theater arts laboratory/auditoriums, visual arts classroom/studio, and the photography lab. Additional resources are included. (GR)

ED 452 682   EF 005 907

Olds, Anita Rui
Child Care Design Guide.
PUB DATE- 01
NOTE- 483p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Day Care Centers; Early Childhood Education; *Facility Guidelines; *Interior Design; Planning; Site Selection
IDENTIFIERS- California

This book provides architects, interior designers, developers, and child-care professionals with detailed information on the planning and design of child care centers. Part 1 examines the current state of child care in the United States and offers an overall philosophical concert--the spirit of place--as the framework for all center design. Part 2 explores the issues centers typically encounter when starting a design project:

PUB DATE- 00
NOTE- 18p.; For the complete collection of working papers, see FL 026 672.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Applied Linguistics; *Peer Teaching; *Power Structure; Teacher Student Relationship; Teaching Methods; *Tutoring

In the new peer tutor training sessions at a northeastern university, a high level of interaction among the tutor trainer and trainees is one way the staff measures the success of the sessions. Within the limited time frame of 2 hours, however, the trainer must impart a great deal of information about the center and tutor position requirements. The conflict and tension of these two goals tend to be reflected and created through the discourse strategies employed by the participants in the tutor training sessions. This study looks closely at these interactional moves and shows how the strategies that work towards achieving the goal of interaction tend to be overshadowed by those that are more consistent with explicit instruction. Findings suggest that tutors may not be involved in the training sessions because of an overt asymmetrical social relationship between the trainer and the tutors, which tends to limiting of the tutors' participation in the training. By focusing on the training sessions for new tutors and the developed asymmetrical social relationships between the trainer and the tutors, this paper has illustrated the power of discourse interpersonal communication to perpetuate hierarchical social structures. (Contains 12 references.) (KFT)

ED 452 705 FL 026 677

Papai, Nicole D.
Literacy Development through Content Based Instruction: A Case Study.
PUB DATE- 00
NOTE- 16p.; For the complete collection of working papers, see FL 026 672.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Academic Achievement; Case Studies; *English (Second Language); Immigrants; Limited English Speaking; *Literacy Education; Middle School Students; Middle School Teachers; Middle Schools; Second Language Instruction; Second Language Learning; Thematic Approach
IDENTIFIERS- *Content Area Teaching

English Language Learning (ELL) students in the United States face special challenges for achieving academic success. In addition to the cross-cultural differences that may limit their understanding of the cultural norms and socialization into the larger U.S. discourse community, these students can be hindered by their lower-level English language skills. This case study discusses how one middle school teacher in a pull-out English to Speakers of Other Languages (ESOL) classroom used content-based instruction to teach English as well as develop the multidimensional nature of literacy. His practice uses thematic units, technology and standardized achievement test preparation as a means of increasing English language skills, technical skills, and academic competencies to facilitate socialization in American discourse practices. Further, the discussion examines how the teacher rejects the idea of lower-level literacy capabilities of ELL students as part of his efforts to

High Schools; *National Programs; Questionnaires; Second Language Instruction; Second Language Learning; *Teaching Methods; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Japan

This paper argues that Japanese education should place more emphasis on teaching students to write effectively in English. It notes that the Japanese Ministry of Education has put more emphasis in recent years in teaching students to listen and communicate orally in English. It is argued that in the age of the Internet, when so much information is expressed in writing, more emphasis needs to be placed on teaching students to communicate effective in writing. The ability to communicate precisely and quickly in written form is becoming more important in the Internet age. This paper reviews the English language teaching practices in Japan, analyzes the three main elements of communicative writing instruction, and introduces some practical applications and samples for teaching communicative writing in Japanese high schools. It is suggested that there are three key elements of communicative writing: real purpose, real audience, and linkage to reading. As the emphasis in English teaching in Japan shifts to "real communication" as the new "Course of Study" will be implemented nationally in 2002, too many Japanese teachers of English still rely on emphasizing the grammar and translation method. (Contains 33 references.) (KFT)

ED 452 725 FL 026 698

Scully, Etsuko
Working as a Foreign English Teacher in Rural Japan: JET Instructors in Shimane Prefecture.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Cultural Exchange; *English (Second Language); Foreign Countries; Intercultural Communication; International Educational Exchange; *Japanese; Language Proficiency; Language Teachers; Participant Observation; Questionnaires; Rural Areas; Second Language Instruction; Second Language Learning; Secondary Education
IDENTIFIERS- Japan

In the past decade over 30,000 young college graduates from overseas have been employed in Japan by the Japan Exchange and Teaching Program (JET). The stated goals of the program are to enhance foreign language education, to internationalize the country's viewpoint, and to promote mutual understanding between Japan and other countries. This study examines how JET participants from the West cope with the Japanese language as well as the country's cultural and social contexts. Using questionnaires, personal interviews, field observations, and local government documents, the effects of these Japanese influences on the activities of and attitudes held toward Japanese society by these young visitors living in rural Japan are analyzed. The specific focus of the research is their initial motivation to come to Japan, language proficiency, cultural adaptation strategies, and attitudes towards Japanese and work. It was found that there is no significant relationship between the JET participants' acquisition of Japanese and their acculturation. JET participants experienced difficulties in interactions with Japanese speakers because of such social and psychological constraints as culture shock, low self-esteem, personal inhibitions and motivation, and attitudes

NOTE- 460p.; Foreword by Theodore J. Marchese.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Faculty; *Educational Change; *Higher Education; *Instruction; Scholarly Journals; *Teacher Evaluation; *Teaching Methods
IDENTIFIERS- Reform Efforts

This collection contains landmark articles on teaching and learning in higher education that were published in the journal "Change" from its inception to the present. Through these articles, controversies and innovations in higher education can be traced. The articles are organized by topic, with each topic introduced by an authority in the field. The sections are: (1) "Promoting a Culture of Teaching and Learning" (introduced by Pat Hutchings, 20 articles); (2) "Students: Portraits of Students--A Gallery Tour" (introduced by K. Patricia Cross, 12 articles); (3) "Curriculum" (introduced by Jerry G. Gaff, 16 articles); (4) "The Origins of Contemporary Learning Communities: Residential Colleges, Experimental Colleges, and Living-Learning Communities" (introduced by Zelda F. Gamson, 16 articles); (5) "Work, Service, and Community Connections" (introduced by Alfredo G. de los Santos, Jr., 15 articles); (6) "Philosophy, Psychology, and Methods of Teaching" (introduced by Wilbert J. McKeachie, 8 articles); (7) "Visiting across the Disciplines" (introduced by James Wilkinson, 5 articles); (8) "Science Education Reform: Getting Out the Word" (introduced by Daniel L. Goroh, 12 articles); (9) "Professional, Graduate, and Teacher Education: Criticism and Reform" (introduced by Joan S. Stark and Malcolm A. Lowther, 8 articles); (10) "Assessing Student Learning" (introduced by Barbara D Wright, 15 articles); (11) "Evaluating College Teaching: Myth and Reality" (introduced by Peter Seldin, 10 articles); (12) "Teacher Narratives" (introduced by Diane Gillespie, 9 articles); and (13) "Media and Technologies: 'Plus ca change'" (introduced by Kenneth C. Green, 12 articles). (SLD)

ED 452 747 HE 033 962

Shaul, Marnie S.
Intercollegiate Athletics. Four-Year Colleges' Experiences Adding and Discontinuing Teams. Report to Congressional Requesters.
PUB DATE- 01
NOTE- 38p.; Report to the Committee on Health, Education, Labor, and Pensions, United States Senate and the Committee on Education and the Workforce, House of Representatives.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Athletics; College Students; Higher Education; *Participation; *Sex Differences; *Team Sports

Under provisions of the Higher Education Amendments of 1998, the U.S. General Accounting Office (GAO) studied participation in college athletics, including decisions by colleges and universities to add or discontinue sports teams. Information was gathered from participation statistics of the National Association of Intercollegiate Athletics and the National Collegiate Athletic Association and from questionnaires completed by 1,192 (96%) of the athletic directors of schools participating in either of these associations. Information was also collected on how institutions paid for new teams, and site visits to four schools provided some insights into how schools augmented their athletic programs without eliminating teams or severely reducing funding. Findings show that the number of

(055)
DESCRIPTORS- College Bound Students; *College Preparation; Course Selection (Students); *Graduation Requirements; *High School Students; High Schools; *Paying for College; *Student Financial Aid
IDENTIFIERS- *Virginia

This guidebook is designed to help Virginia high school students plan for college. It suggests ways for students to prepare for college, classes they should take in high school to make sure they will be accepted into college, and ways to get scholarships and other kinds of financial aid. The booklet outlines the courses required for graduation from Virginia high schools and explains the courses and course sequences that will meet most college admissions requirements. A suggested college preparatory curriculum is presented for grades 8 through 12, and the minimum admissions requirements of some Virginia public and private colleges are listed in terms of credits in each discipline. The booklet also describes some advanced studies programs, including dual-credit programs, "Tech Prep" programs, and the International Baccalaureate program. College transfer is discussed with a chart showing the degrees offered by Virginia's community colleges. Another section of the booklet discusses selecting a college and presents a timetable for college bound students. Paying for college and various types of financial aid are discussed, and costs are estimated for a number of Virginia colleges and universities. (SLD)

ED 452 767   HE 033 984

Curran, Bridget; Abrahams, Camille; Clarke, Theresa
Solving Teacher Shortages through License Reciprocity. A Report of the SHEEO Project.
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 23p.; A product of the project "Enhancing the Teaching Profession: The Importance of Mobility to Recruitment and Retention." Contains areas of light type.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *State Programs; Teacher Certification; Teacher Education; Teacher Supply and Demand; *Teachers
IDENTIFIERS- *Teacher Certification Reciprocity

This study examined state teacher licensure requirements and the extent to which there is reciprocity of these credentials across state lines. Receiving states often do not recognize out-of-state teacher licenses. True teacher license reciprocity is rare. For national leaders interested in facilitating the portability of teacher licenses, suggestions are offered to ensure that only qualified teachers are working in schools. Suggestions are also offered for creating incentives that will facilitate the recruitment and hiring of experienced teachers in communities where there is critical need and high demand. State strategies for addressing the issue of license reciprocity include: (1) recognize licenses awarded by other states; (2) cooperate with other states to adopt compatible standards for teacher preparation and licensure; (3) develop a comprehensive strategy to recruit and retain highly qualified teachers that includes license reciprocity; and (4) develop data systems that will help assess teacher quality and the effectiveness of teacher recruitment strategies and licensure policies. An appendix contains a chart showing state licensure

(Contains 32 references.) (Author/SLD)

ED 452 788 HE 034 008

Schroedel, John G.; Geyer, Paul D.
Socioeconomic and Career Attainments of College Alumni with Hearing Loss: Results from a National Longitudinal Study.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alumni; *Careers; College Graduates; *Deafness; Employment Patterns; Followup Studies; *Graduate Surveys; Higher Education; Mail Surveys; *Partial Hearing; Research Methodology; *Socioeconomic Status

This paper presents key results from a four-stage 15-year followup survey of deaf and hard of hearing graduates from 47 colleges and universities. The study also discusses the strengths and weaknesses of long-term alumni surveys to document institutional accountability and the effectiveness of quantitative measures to assess graduates' occupational and career accomplishments. Responses were received from 325 alumni from the classes of 1983, 1984, and 1985 from the 47 institutions and from 240 students from the class of 1999. Eighty-five percent of 1999 survey respondents were in the work force, in contrast to 90% of college graduates without disabilities. By many criteria, the study found that a majority of the alumni from all years were successful in their socioeconomic and career accomplishments. One merit of well-designed longitudinal surveys is their capacity to assess long-term trends in the attainments of graduates. However, the longer the time since graduation, the less one is able to infer that benefits result from completing college because of extraneous factors. Unless sample sizes are sufficient, it is difficult to infer anything about a specific degree from a specific college. In addition, the quality of survey research is strongly influenced by the degree of effort put into updating mailing lists. (Contains 34 references.) (SLD)

ED 452 789 HE 034 009

Schroedel, John G.; Ashmore, Donnell H.; Watson, Douglas
A "National Research Agenda" for the Postsecondary Education of Deaf and Hard of Hearing Students.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agenda Setting; *Deafness; *Educational Research; *Higher Education; Partial Hearing; Program Development; *Research Needs; Training

This paper informs researchers about a "National Research Agenda" that will be presented to the Office of Special Education and Rehabilitative Services of the U.S. Department of Education to develop guidelines for coordinating and funding future research

and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605. Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Educational Resources; *Electronic Libraries; Foreign Countries; Higher Education; Material Development; *Multimedia Materials; Nonprint Media; Online Systems; Theater Arts
IDENTIFIERS- University of Bath (England)

The creation and application of a multimedia digital library to support learning and teaching in the performing arts is described. PATRON (Performing Arts Teaching Resources Online) delivers audio, video, music scores, dance notation, and theater scripts to the desktop via an innovative Web-based interface. Digital objects are linked subjectively by users in profiles with different formats and functions, for example, e-notebook, multimedia essay, and synchronized timeline. Metadata are implemented in XML and extended Dublin Core. Rights issues related to digitizing multimedia resources are noted and the watermarking of audio and video images is described in relation to rights protection. Two figures show the PATRON interface and a contextual profile. (Author/AEF)

ED 452 809 IR 020 617

Poindexter, Sandra; Basu, S. Choton
Technology, Teamwork, and Teaching Meet in the Classroom.
PUB DATE- 00
NOTE- 12p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; *Cooperative Learning; Educational Technology; Group Activities; Higher Education; Learner Controlled Instruction; Teaching Methods; Teamwork
IDENTIFIERS- Northern Michigan University

Laptops for students, increased teamwork and group interaction, and teaching as a facilitator of active learning have successfully converged in the classrooms of Northern Michigan University. This paper offers practical guidelines for integration strategies, theory, and outcomes assessments, based on a study undertaken for the 1999-2000 academic year that involved 7 sections of 3 on-campus information systems courses (over 100 students and 2 professors). During the class, students sat at group tables with teammates facing each other. One or two laptops at each table were regularly used in team exercises. The instructor facilitated the work by moving around the room as a consultant. Some specific technology applied in the study included: presentation software; communication client software; electronic assignments; Internet as a resource for research and current materials; server space allocated to teams for teamwork; laptops; digitized pads for note-taking; a digital camera; and detailed course Web sites. Uses of each are described, followed by a discussion on the role of the team, the role of teaching, and study results. The study was still underway at the writing of this paper, but the general was on building and implementing a technology infrastructure, today it is on evaluating the effectiveness of its use in schools and classrooms. Conference participants exchanged promising evaluation strategies and techniques and considered how to respond to the many voices demanding to know technology's effects on schooling. The following seven critical issues in evaluating the effectiveness of technology in education arose as a consequence of the interaction among stakeholders: (1) The effectiveness of technology is embedded in the effectiveness of other school improvement efforts; (2) Current practices for evaluating the impact of technology in education need broadening; (3) Standardized test scores offer limited formative information with which to drive the development of a school's technology program--most schools are looking for additional means for collecting useful data for this purpose; (4) Schools must document and report their evaluation findings in ways that satisfy diverse stakeholders' need to know; (5) In order for evaluation efforts to provide stakeholders with answers to their questions about the effectiveness of technology in education, everyone must agree on a common language and standards of practice for measuring how schools achieve that end; (6) The role of teachers is crucial in evaluating the effectiveness of technology in schools, but the burden of proof is not solely theirs; and (7) Implementing an innovation in schools can result in practice running before policy. Some existing policies need to be "transformed" to match the new needs of schools using technology. (AEF)

ED 452 828   IR 020 668

The Secretary's Conference on Educational Technology, 2000: Measuring Impacts and Shaping the Future. Proceedings (Alexandria, Virginia, September 11-12, 2000).
PUB DATE- 00
NOTE- 365p.; For individual papers, see IR 020 669-679.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Uses in Education; Educational Change; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Higher Education; *Instructional Effectiveness; Internet
IDENTIFIERS- *Technology Utilization; Value Added

This conference focused on the effective use of technology in schools by examining the following issues: (1) What value-added does technology bring to schools? (2) What does it take at the system level to enable learners, teachers, administrators, and communities to use technology effectively? (3) What assessment strategies and designs are currently being used to capture the value-added technology brings to schools? and (4) How do schools need to evolve in order to become a high-tech, high-performance enterprise that builds the capacity of learners, teachers, administrators, and community members to use the emerging technologies wisely and effectively? The first two sections present the conference agenda and information on featured speakers. The third section contains profiles of Spotlight Schools. The fourth section provides summaries of demonstration projects, and the fifth section describes several evaluation tools. The sixth section contains the following conference white papers: "Expanding International Education through the Internet: No Longer Limited to the Global Studies and Foreign Language Curriculum" (Edwin H. Gragert); "Assessing the Role of Educational Technology in the Teaching and Learning

ED 452 356   CE 081 614

Buckby, Malcolm
Learning without Walls: A State of Learning. Fusion 2000 Global Learning Summit (Glasgow, Scotland, September 29, 2000).
PUB DATE- 00
NOTE- 20p.; Address by the Honorable Malcolm Buckby, Minister for Education and Children's Services, South Australia.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Computer Mediated Communication; Computer Uses in Education; Curriculum Development; Delivery Systems; Developed Nations; *Distance Education; *Educational Development; *Educational Improvement; Foreign Countries; Geographic Isolation; *Information Technology; Internet; Lifelong Learning; Nontraditional Education; Open Universities; Postsecondary Education; Professional Development; Secondary Education; Teacher Improvement; *Telecommunications
IDENTIFIERS- *Australia (South Australia); Online Courses

Information and communication technology (ICT) is an integral part of the South Australian Department of Education and Children's Services strategy to improve education and training. A major focus involves online delivery and distance education through the Internet and teacher inservice and professional development. This redresses such problems in education delivery as staffing in rural areas, curriculum choice, isolation, and small numbers of students at various sites. One of the most direct and effective ways to deal with distance is the Open Access College. Sites making innovative uses of ICT include Coober Pedy Area School, Willunga High School, and Nuriootpa High School. Government policies and directions include the development of a school Internet infrastructure and telecommunications initiative and establishment of the Australian Science and Mathematics School. To support ICT strategies, the DECStech Learning Technologies Project has established six Global Discovery Schools. South Australia is managing a major national online curriculum initiative, including Southern Australian TAFE (Technical and Further Education) Online and the University of South Australia's in-house universal online learning environment. Mawson Lakes, a brand new estate, is being created as a learning community from the ground up. Its two unique characteristics are connection of every home, workplace, and institution with wide-band optic fiber cabling and educational services provided within the context of lifelong learning. (YLB)

ED 452 357   CE 081 615

Florida Department of Corrections' Distance Learning Program. Florida Corrections Commission 1999 Annual Report, Section 7.
PUB DATE- 00
NOTE- 16p.; Lead Analyst: Robbie A. Bouplon. For Annual Report Section 8, see CE 081 401.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; Computer Uses in Education; *Correctional Education; Delivery Systems;

Elementary Secondary Education; Foreign Countries; Innovation; *Lifelong Learning; Needs Assessment; Open Education; *Partnerships in Education; Postsecondary Education; Program Improvement; School Business Relationship; School Community Relationship; *Statewide Planning; *Systems Approach
IDENTIFIERS- *Alberta

This document reports on a 2-day symposium that brought together 180 representatives of Campus Alberta, which is a major initiative to make learning opportunities more flexible and responsive to learners' needs by focusing on such things as system coordination, course transferability, and ways to build on existing strengths and which now encompasses all partners, from educators in the basic and postsecondary systems to industry and community partners across the province. Part 1 presents a program overview of the 2-day symposium and brief summaries of the speaker presentations and panel discussions. Part 2 explains how the symposium organizers divided participants into 10 small groups based on geographical location and gave them lists of discussion questions designed to help them identify ways of enhancing systems coordination and ensuring quality learning experiences. Part 3 contains subsections summarizing the groups' findings. The following are among the specific topics highlighted: challenges in collaboration; factors contributing to effective collaboration and coordination; factors in lifelong learning; gaps in Campus Alberta's ability to delivery quality learning experiences; aspects of the system that are working well; recommended actions; and the role of technology in enhancing systems coordination and ensuring quality learning experiences. A list of conference participants is appended. (MN)

ED 452 374   CE 081 641

Imel, Susan
Business-Industry Relationships and CTE. In Brief: Fast Facts for Policy and Practice No. 12.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Change Agents; Change Strategies; Consortia; Cooperative Planning; *Cooperative Programs; Definitions; Education Work Relationship; Educational Change; Educational Cooperation; Educational Needs; *Educational Practices; Experiential Learning; Guidelines; *Linking Agents; Organizational Development; *Partnerships in Education; *Program Development; Program Evaluation; Program Implementation; *School Business Relationship; Secondary Education; Technology Education; Theory Practice Relationship

Developing and maintaining effective partnerships with employers has always been an important part of career and technical education (CTE). Recently, however, the need for and nature of these relationships have changed. Effective partnerships are no longer focused on specific activities and programs or employers merely donating resources or money; instead, employers are becoming actively involved in improving education. Traditional one-on-one pairing of schools and businesses is also being replaced by collaborations addressing educational improvement/reform and involving intermediaries. Three examples of intermediaries that foster development of education-business

knowledge concerning class, gender, and other diversity issues to educate others involved in CED; and, for many practitioners, a clash of ideas about what counted as learning and valid knowledge occurred on a variety of fronts. The strongest implication of the results was the need for more CED funding. (Appendixes include interview results.) (YLB)

ED 452 390 CE 081 658

Livingstone, D. W.
Adults' Informal Learning: Definitions, Findings, Gaps, and Future Research. NALL Working Paper #21.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 41p.; Version of the revised position paper for the Advisory Panel of Experts on Adult Learning (APEAL), Applied Research Branch, Human Resources Development Canada (HRDC).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Learning; Education Work Relationship; Educational Research; Experiential Learning; Foreign Countries; *Independent Study; *Informal Education; Intentional Learning; Lifelong Learning; National Surveys; *Outcomes of Education; *Research Methodology; *Research Needs
IDENTIFIERS- *Canada

This paper on adult informal learning is divided into four sections. Section 1 examines different conceptions of informal learning and the issues and limitations associated with alternative definitions of informal learning. Section 2 is a review of empirical research on the estimated extent, role, and outcomes of informal learning and posited linkages between informal and formal methods of learning. It reports that, according to the New Approaches to Lifelong Learning (NALL) 2000 national survey, over 95 percent of Canadian adults are involved in some form of informal learning activities that they identify as significant. Section 3 critically assesses current research approaches to studying informal learning and identifies policy-relevant knowledge gaps concerning the general level and nature of informal learning, distribution of informal learning across the adult population, impact of informal learning on individual and firm performance, and relationship of informal learning to formal skills development. Section 4 recommends optimal approaches to future research on informal learning practices with a particular focus on survey research in Canada and finds it imperative to establish benchmarks of the general incidence, basic contents and modes, and any differential patterns of intentional informal learning and training, and to continue to track trends in relation to other dimensions of adult learning. (Appendixes include NALL questions and 69 references.) (YLB)

ED 452 391 CE 081 660

Beitler, Michael A.; Frady, D. Allen
E-Learning and E-Support for Expatriate Managers.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

advancement, the French often consider working for chains socially degrading. In both France and the United States, employers are having difficulties recruiting young, low-skilled personnel to whom they can offer inferior employment conditions and few possibilities of career advancement. (MN)

ED 452 407 CE 081 689

Vander Mey, Brenda J.; McDonald, Sian I.
Landscapes for Learning: Growing Children, Youth, Schools, and Communities. Linking Learning with Life.
SPONS. AGENCY- Betsy M. Campbell Foundation, Greenville, SC.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Education; Conservation (Environment); Educational Practices; Educational Resources; Elementary Secondary Education; *Environmental Education; Financial Support; Guidelines; Information Sources; Integrated Curriculum; Intergenerational Programs; Internet; *Landscaping; Models; Nonformal Education; Partnerships in Education; Program Guides; *Program Implementation; Resource Materials; *School Community Relationship; *Service Learning; Student Organizations; Student Projects; *Sustainable Development; World Wide Web
IDENTIFIERS- Place Based Education; Sense of Community

This booklet provides information on implementing the Landscapes for Learning (LFL) program, which was conceived to bring children, youths, and communities together to learn about landscaping while beautifying local schools and communities. The booklet begins with a discussion of the concept of environmental stewardship. Described next are the objectives, benefits, and principles of LFL, which is designed to help participants develop job, teamwork, gardening, and academic skills through participatory learning activities in which all participants become teachers and learners. The next three sections present the following sets of profiles: (1) 10 LFL service learning projects for students at all levels, from preschool through graduate study; (2) 11 LFL projects linking landscaping to areas of the curriculum such as language arts, mathematics, social studies, science, and French; and (3) 3 LFL projects involving students, parents, and other community members. Guidelines for developing programs promoting learning landscapes in communities are provided along with guidelines pertaining to the following issues: getting and staying organized; partnering; promoting diversity; promoting sustainability; delegating; and addressing liability and safety. Concluding the booklet are lists of the following items: 18 possible sources of funding or in-kind services/contributions; 18 useful World Wide Web sites and other contacts; and 12 references. (MN)

ED 452 408 CE 081 691

Auer, Peter, Ed.
Changing Labour Markets in Europe: The Role of Institutions and Policies.
PUB DATE- 01
NOTE- 254p.

Schools" (Bradbery, Murphy); "Work-Related Learning and Changing the Nature of Work" (Brown); "Improving the Incentives for Investment in Learning by Adults" (Burke); "Seductive Hope of Education Work" (Childs); "Managing a Case Study Approach in VET Research to Address the Funding Agency's Criteria" (Choy, Hill); "Constructing Work" (Crowley et al.); "Changing Nature of Work and the New Politics of Literacy" (Devereaux); "Key Competencies in Training Packages" (Down); "Facilitating Educational Growth" (Down); "Unintegrated Training? Exploring Links Between Off- and On-the-Job Learning" (Dymock, Gerber); "Leadership in VET" (Falk); "Outcomes for Apprentices and Trainees in Australian Small Enterprises" (Freeland); "National VET Research and Evaluation Program" (Gibb); "University-VET Transition" (Golding, Vallence); "Voices in VET" (Green); "Work as Paid Employment" (Hanrahan); "Trying to Hit a Moving Target" (Harris, Simons); "'There Are Workplace Trainers and Then There Are Workplace Trainers'" (Harris, Simons); "Measuring Organizational Capability" (Hase); "VET Research Information from Around the World" (Hayman); "Collaborative Insider Research in VET" (Herbert); "Researching VET and the Voluntary Sector" (Hopkins); "English Rules OK?" (Kell et al.); "VET in Rural Schools" (Kilpatrick et al.); "Contributions of VET to Regional Communities" (Kilpatrick et al.); "'I Am Still Studying, I Just Have Not Finished'" (Kirkby); "Lifelong Learning in the New Millennium" (Krogh); "Learning from History" (Kronemann); "Admin Training Company's Best Practice Models" (Lewanski); "RAVL Symposium" (McIntyre et al.); "Further Local Participation Study" (McIntyre); "Using Longitudinal Data for Research on VET" (McKenzie); "Value of Work-Based Learning" (McNickle); "Effectiveness of Workplace Training and Assessment Practices in On-the-Job Traineeships" (Misko et al.); "Impact of E-Commerce on Online Learning Systems in the VET Sector" (Mitchell); "Exploring Capacity-Building" (Modra, Seddon); "Relationship Between Course Design, Delivery, & Course Outcomes" (Moy et al.); "What Skill? Whose Knowing? Futures for Competency Based Training" (Mulcahy, James); "Management Education" (O'Keefe); "Strategic Alliances and the New World of Work" (Owen, Bound); "Outcomes from Enabling Courses" (Phan, Ball); "Selling TAFE Short" (Pitt); "Leadership of Change--TAFE Study" (Rice); "Learning and Assessment Issues in Apprenticeships and Traineeships" (Robertson et al.); "How Owner/Managers Decide to Participate with New Apprenticeships for the First Time" (Rowlands); "Impact of VET Research" (Smith); "Police Culture and the Learning Organization" (Shanahan); "Teenagers' Full-Time Work and Learning" (Smith); "Preparing Learners and Workplaces in the Effective Use of Flexible Delivery for Workforce Training" (Smith); "Research and Technology--Using Technology in Research--Implications for Researchers and the Researched" (Smyth et al.); "Implementing Training Packages" (Stewart); "Trainee and Apprentice Retention and Attrition in Australia" (Symons, Simons); "Measuring Performance" (Symons); "Workbased Learning as Critical Social Pedagogy" (Wagner, Childs); "Flexibility Through Technology--Lessons from the Field" (Walsh); "Equity in Australian Education and Training" (Watson, Pope); "Three Years Down the Track" (Webb, Gibson); "Best Practice in Managing Diversity in TAFE Distance Learning Centers" (Wee

ED 452 421   CE 081 711

Skills and Knowledge Profile and Coach's Manual.
SPONS. AGENCY- Canadian Labour Force Development Board, Ottawa
  (Ontario).; Ontario Inst. for Studies in Education, Toronto.;
  National Literacy Secretariat, Ottawa (Ontario).

"Playing Tricks" (Carrie Miller); "Being Proud" (Fumiko Adair); "The Butterfly" (Laura Lee Green-Kulcak); "A Tennessee Childhood" (Art Massengill); "Boyhood Days" (Earl Willford); "The Night a P.T. Boat Prowled Lake Erie" (Philip H. Edwards); "Supreme Court of India" (Mohammed Kutubuddin); "My Mountains" (Millita Stringer); "Family Memories" (Laura Lee Green-Kulcak); "A Terrible Day in My Life" (Thuy Nguyen); "A Love Letter" (Tatyana O'Neill); "The Street Beggars" (Quang Minh Cao); "Autumn" (Anh Phuong Nguyen); "Ponies" (Cynthia Harrison); "Morning" (Marjie Mustard); "Winter" (Art Massengill); "Untouched Island" (Heather Tilley); "Butterfly" (Anh Phuong Nguyen); "Winter's Fun" (Carol Rudder); "Our Unusual Household and Its Inhabitants" (Angela Murphy); "The Little Lame Donkey" (Etta Lorene Bailey); "High Pressure Performance" (Jeff Bell); "The Cellar" (Katherine White); "Restoring a '55 Chevy" (Ed Garcia); "Peace" (Vickie Hargraves); "Silent Tears" (Christian Velez); "Sunglasses" (Amanda JoAnna Edge); "A New Beginning" (Tri Huynh); and "A Family of God's Servants" (M. Foltz). Concluding the document are brief biographies of some of the authors and a list of 141 adult literacy students who submitted entries that were not published. (MN)

ED 452 437 CE 081 754

Odgaard, Gunde
Lifelong Learning and Sustainable Managed Forests.
PUB DATE- 99
NOTE- 5p.; Paper presented at the seminar "Forest Operations of Tomorrow" (September 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Adult Programs; Apprenticeships; Career Development; Conservation (Environment); Continuing Education; Education Work Relationship; *Educational Needs; Educational Objectives; Employment Qualifications; *Environmental Education; Evaluative Thinking; Foreign Countries; *Forestry; Job Skills; *Lifelong Learning; Needs Assessment; Outcomes of Education; Position Papers; Postsecondary Education; Professional Development; Role of Education; Skill Development; Skilled Occupations; *Sustainable Development; *Vocational Education
IDENTIFIERS- Denmark; Sweden

In forestry, as in other fields, technological advances have resulted in significant changes in work practices and skill requirements. Vocational training and improvement of forestry workers' skills through lifelong learning can help achieve sustainability in forestry. The objectives of lifelong learning are to integrate people into working life and participate in what goes on in society at large. In the field of forestry, lifelong learning can play a role in helping workers develop the skills and knowledge that are prerequisites for sustainable managed forests. Through lifelong learning, workers can also become educated about worker's rights. In addition to new skills and knowledge, workers responsible for implementing sustainable forestry must also be acquainted with and feel ownership of the total concept of sustainable forest management. Forestry workers must actively participate in the purchase and use of new technology, care of the forest, and environmental protection. They must be able to make new judgments and new types of decisions to ensure that their work is in line with the overall policy of sustainability. Educating and training apprentices to practice sustainable forestry is

(Contains 49 references.) (JDM)

ED 452 458 CG 030 877

Arnold, Jean; Weinerth, Nora
Challenging Stereotypes: An Action Guide. Consumer Information Series, Volume 5.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bias; *Mass Media Role; Media Research; *Mental Disorders; Mental Health; Program Development; Social Action; *Social Discrimination

This booklet is intended to help decrease the barriers of prejudice toward people who have mental illnesses. It serves as an educational tool to eliminate the stigma associated with mental illness and to help develop anti-stigma or anti-discrimination programs. Increasingly, the media is doing a better job of breaking down the stereotypes associated with mental illness. Tools are provided in this publication to help promote fair, accurate, and balanced portrayals in the media. A seven-step guide is included on how to write an effective letter of complaint about unfair coverage of these issues in the media. Links are provided to groups with a common interest on the impact of widespread misconceptions on people who are coping with and recovering from mental illness. The 1999 surgeon general's call for action on mental health has invigorated a growing momentum to address the harm that prejudice and discrimination inflict upon millions. Anti-stigma and anti-discrimination work is critical. Through persistent, combined efforts, the mental health community can lead public opinion away from stereotypic thinking. A list of media directories for television, radio, and newspapers, and additional resources are included. (Contains 21 references.) (JDM)

ED 452 459 CG 030 878

Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda. Proceedings (Washington, D.C., September 18-19, 2000).
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Health; Children; Conference Proceedings; Integrated Services; *Mental Disorders; Mental Health; *Mental Health Workers; Program Development; Social Discrimination
IDENTIFIERS- Psychopharmacology

The burden of suffering experienced by children with mental health needs and their families is causing a health crisis. As demonstrated in this report of the Surgeon General, the highest levels of government have elicited interest in the mental health needs of children. The Surgeon General's Conference on Children's Mental Health and a meeting on psychopharmacology for young children helped establish recommendations for the basis of a national action agenda. The guiding principles are: (1) promoting the recognition of mental health as an essential needs of underrepresented students; one challenges students to become leaders; and the other encourages students to learn through experience. The common thread that identifies all the programs is teamwork. Each program requires that the students, administrators, and faculty work as a team to achieve success. The following college and university programs are represented: Allegheny College's Center for Experiential Learning; Northeastern Illinois University's Partners for Success; Portland State University's Leadership for Change; Rochester Institute of Technology's Student Behavior Consultation Team; Texas Tech University's TECHniques Center; Pima Community College and the University of Arizona's Achieving a College Education; and the University of Kansas' Medical Center Students Educating and Advocating for Diversity. (JDM)

ED 452 481 CG 030 924

Barnes, Paul E.
Student Career Development in Grade 9 and Grade 12: Can Growth Be Assumed?
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Conference of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; Grade 12; Grade 9; Guidance Programs; *High School Freshmen; *High School Seniors; *Measures (Individuals); Program Development; Suburban Schools; *Vocational Maturity
IDENTIFIERS- Career Maturity Inventory (Crites)

This paper identifies and compares the level of career maturity as measured by the Career Maturity Inventory (CMI) for students (N=221) in grades 9 and 12 in 1 suburban district in Nebraska. The participating school district was preparing for the implementation of a developmental, comprehensive, and competency-based guidance program. Specific baseline data related to several aspects of student career development was provided prior to implementation of the program. The CMI assessed career maturity values corresponding to a Competence Test, Attitude Scale, and Total Score. Analysis of data showed that students in grade 12 scored significantly higher than the students in grade 9 on the Total Score and Competence Test. No significant differences were found between grades for the Attitude Scale of the CMI. This finding was unanticipated, as career maturity is a developmental construct that is typically expected to increase with the age or grade level of students. Gender did not account for a significant amount of the variability in Total Score of the CMI. Results of an item analysis of the CMI are shared and discussed. (Contains 5 tables and 28 references.) (JDM)

ED 452 482 CG 030 926

Spaulding, Randy
Influences in College Choice for Student Aid Applicants and Non-Applicants.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Conference of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English

IDENTIFIERS- Guided Reading Procedure

This action research project highlights the implementation of reading strategies that work for at-risk primary students. The targeted population consists of first grade students located in a suburban at-risk school. The dilemma of how to best teach children to read who are at risk for academic failure upon entering school has been documented through data indicating the reasons for difficulties in reading. The probable cause data indicates the following: at-risk readers lack experiences before entering school, parental support is low, and the child's potential lack of intrinsic motivation to learn. Additionally, teaching strategies are not adapted to meet the special needs of the at-risk child. A review of the solution strategies led to the implementation of several new reading strategies in the classroom specifically designed to meet the needs of students at risk. One solution strategy is the implementation of the four blocks literacy model (Pat Cunningham, 1999). The literacy model encompasses the following teaching strategies: Guided Reading, Self-Selected Reading, Writing, and Working with Words. Phonics instruction, cooperative learning, vocabulary enhancement, and language support and acquisition also were integrated into the model. Post-intervention data indicated enhanced academic performance in the area of reading and overall improvement in the targeted skills. (Contains 29 references, 14 tables, and 8 figures of data. Appendixes contain tests, word lists, student survey instruments, and reading comprehension tests.) (Author/RS)

ED 452 504   CS 014 367

Making the Most of Your Presentation. Youth in Action Bulletin, Number 13.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audience Awareness; *Communication Skills; Crime Prevention; Educational Strategies; *Persuasive Discourse; *Public Speaking
IDENTIFIERS- *Oral Presentations; Presentation Mode

A presentation is a way of communicating information to an audience. A presentation can be a speech, a panel discussion, a debate, a skit, a display, a demonstration, or even a dramatic or musical performance. For example, by telling the audience about particular crime prevention techniques or subjects, the presenter equips them with the tools to lead safer lives. This bulletin provides step-by-step techniques and proven methods of planning and conducting an effective presentation that will capture an audience's interest and motivate them to help implement a particular plan of action. The following techniques are featured: (1) consider the outcome you want; (2) address special concerns; (3) develop a presentation outline; (4) be familiar with the physical setting; (5) understand timing and other requirements; and (6) present information in a focused, concise way. The bulletin also discusses building public speaking skills, how presentations can be evaluated, and what some of the rewards are. (NKA)

ED 452 505   CS 014 369

Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Ethnography; Grade 6; Intermediate Grades; *Language Arts; Naturalistic Observation; Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- Exemplary Teachers; Outstanding Teachers; *Teaching Perspectives

This book provides an inside look at an extraordinary teacher, Linda Rief--specifically, how she converses with students and promotes their conversations among one another. The book offers insights into Linda's teaching that even she had not seen. It presents an inside look at Linda Rief in action as she establishes goals, teaches, triumphs, and occasionally stumbles in her efforts to extend her students' literacy. Through Linda's actions, the reader will discover how a teacher can: offer students more freedom to think, talk, and create and at the same time create a classroom that is organized, efficient, and in control; set up a classroom and procedures in ways that promote better, more effective conversations among students; move beyond formulaic practices and routines that inhibit individualized and productive conferences; become a better listener and encourage student talk in conferences; and encourage students to work productively on their own. The book is divided into the following parts: (1) Values; (2) Conversations and Time To Listen; (3) Conferences: Talking Relationships; (4) Very Different Students; and (5) Reflections. (Contains 111 references.) (NKA)

ED 452 524   CS 217 339

Hoyt, Linda
Snapshots: Literacy Minilessons Up Close.
PUB DATE- 00
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Elementary Education; Instructional Effectiveness; *Learning Strategies; *Literacy; *Reading Instruction; Teacher Role; *Writing Instruction
IDENTIFIERS- *Minilessons

Visualizing during reading, choosing just-right books, using a table of contents, and peer editing are strategies used by skilled readers and writers. This book contends that there is no better way to teach them than through minilessons. Minilessons provide strategic, focused instructions that children can put to immediate use. The book offers the definitive guide to conducting minilessons across the literacy spectrum. It covers oral reading, guided reading, independent reading, and writing, providing more than 170 of the best minilessons for understanding individual words and whole texts, fiction and nonfiction. The book guides teachers through a process for gradually handing over responsibility to their students: Demonstration (it is important to communicate the lesson's goal to students); Guided and Independent Practice (gives students the chance to try the strategy, perhaps in pairs, small groups, or teams, with the teacher as coach); and Reflection (students must think about the strategy, to promote its long-term use). Chapters in the book are: (1) Getting Started with Minilessons; (2) Reading Strategies Alive! Knowing What to Do and When to Do It; (3) Showtime! A Celebration of Oral Reading; (4) Phonemic Awareness: Using Our Ears to Make Sense of Sounds; (5) Building Knowledge of Print: Sounds, procedures; a 13-item annotated bibliography of books on writing and composition instruction; and a Webbe printing template. (NKA)

ED 452 544   CS 217 506

Corso, Gail S.
Practices, Principles, and Essences: How a WPA at a Small Liberal Arts College Functions within Her Community and Its Values.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, Colorado, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Faculty Workload; Higher Education; *Institutional Cooperation; *Program Administration; *Writing (Composition); Writing Instruction; *Writing Teachers

The writing program administrator (WPA) at a small, Catholic liberal arts college has many roles in fulfilling her job responsibilities and upholding institutional values, which include collaboration, dialogue, and application of knowledge to benefit others and the environment. Some of these roles include: teaching four courses, engaging in committee work, curriculum planning, participating in service learning and community outreach, developing a writing resources Web site, and advising students and student organizations. Even while on sabbatical, the WPA acts as a consultant for the college. The WPA participates collaboratively in designing various workshops for faculty development and exchange of ideas, and she also participates in the field. Finally, the WPA utilizes the institution's mission statement and policy in administering the writing program and in being part of a dialogue for change. (Contains 10 references. An annotated 10-item list of works cited in the paper and the presentation is attached.) (EF)

ED 452 545   CS 217 509

Costanzo, William V.
Friendly Alternatives to the Argumentative Essay.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (90th, Milwaukee, WI, November 16-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; Higher Education; *Persuasive Discourse; *Writing Assignments; *Writing Exercises; *Writing Instruction
IDENTIFIERS- Argumentativeness

Many teachers would like to counter what Deborah Tannen calls "The Argument Culture." They recognize that teaching students traditional principles of argument may perpetuate the kind of adversarial thinking that erupts all too often: in aggressive

IDENTIFIERS- *Indiana; Response to Literature

This booklet of academic standards spells out what students should know and be able to do in Grade 12 English/Language Arts. The booklet gives examples to help students understand what is required to meet the standards and provides parents with a list of 10 things they can do to help their child get a good education. It outlines the following seven standards for Grade 12 English/Language Arts: (1) Reading: Word Recognition, Fluency, and Vocabulary Development--Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately; (2) Reading: Reading Comprehension--Students read and understand grade-level-appropriate material; they analyze organizational patterns and evaluate authors' arguments and positions; (3) Reading: Literary Response and Analysis--Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science; (4) Writing: Writing Process--Students write coherent and focused texts that show a well-defined point of view and reasoned argument; (5) Writing: Writing Applications--At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce reflective compositions, historical investigation reports, and job applications and resume; and to deliver multimedia presentations; (6) Writing: Written English Language Conventions--Students write using Standard English conventions; and (7) Listening and Speaking: Skills, Strategies, and Applications--Students formulate thoughtful judgments about oral communication; they deliver focused and coherent presentations that convey clear perspectives and demonstrate solid reasoning. (NKA)

ED 452 564 CS 217 531

Indiana's Academic Standards: Teacher's Edition. English/Language Arts.
PUB DATE- 00
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Elementary Secondary Education; *English; *Language Arts; Parent Participation; Skill Development; *State Standards; Teacher Expectations of Students; Teacher Role
IDENTIFIERS- *Indiana; Response to Literature

The state of Indiana has established new academic standards in English/Language Arts. These "world-class" standards outline what a student should know and be able to do in each subject, at each grade level. This Teacher's Edition of the academic standards--an exact reprint of the standards guides for parents and students--provides educators and administrators with a complete set of Indiana's K-12 academic standards for English/Language Arts. The Teacher's Edition notes that while the standards set expectations for student learning, they do not prescribe how the standards should be taught. It is divided into the following sections: Kindergarten; 1st Grade; 2nd Grade; 3rd Grade; 4th Grade; 5th Grade; 6th Grade; 7th Grade; 8th Grade; 9th Grade; 10th Grade; 11th Grade; and 12th Grade. (NKA) economic times, created pressures for reform driven by key stakeholders from the Ministry of Education and the community. There were no organized parental groups participating in the push toward charter schools, and legislation enabling pilot programs was advanced before substantial opposition emerged. A lack of clear regulations and changing government pronouncements complicated the efforts of early applicants. Factors that led to the demise of one of Alberta's first charter schools include confusion regarding the stated purpose of the charter mandate, a lack of training for charter board members, poor external monitoring, and an absence of fiscal accountability. The closure of this school shows how confusion stemming from Alberta's political context, a lack of clear regulations, and inadequate financial assistance contribute to the instability of the charter-school movement in Canada. (Contains 43 references.)(TEJ)

ED 452 582   EA 030 930

Huffman, Jane B.; Hipp, Kristine A.
Creating Communities of Learners: The Interaction of Shared Leadership, Shared Vision, and Supportive Conditions.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Cooperative Learning; *Educational Principles; Elementary Secondary Education; Leadership; *Leadership Styles; *Participative Decision Making; *Professional Development; Professional Training; *School Community Relationship; School Support
IDENTIFIERS- American Educational Research Association; *Southwest Educational Development Laboratory

This study examines the preliminary results of a 5-year national study on creating communities of learners, provides findings from teachers and principals at 20 schools, analyzes characteristics of high- and low-readiness schools, and discusses the interaction of leadership, vision, values, and the conditions required for professional learning communities (PLCs.) Characteristics of professional learning communities include shared authority and power, a united focus on student learning, collective learning by staff, supportive institutions, and the sharing of personal instructional practices. Effective leadership from the entire school community is needed to implement shared visions and values, and this requires developing the personal capacities of staff, and providing for adequate times and settings for peer dialogue and departmental communication. The Southwest Educational Development Laboratory project, "Creating Communities of Continuous Inquiry and Improvement," targets the creation of PLCs with co-developers in the Southeast, Midwest, and Northwest regions of the U.S. The preliminary data clearly suggest schools that have successfully integrated shared leadership, shared vision, and a supportive school culture are much better positioned to create professional learning communities than the less "change-ready" schools, which lacked similar markers of progress. Further research may reveal particular practices that facilitate integration in these three critical areas. (Contains 15 references.)(TEJ) lawsuit filed in 1992 by the Lakeview School District, a very small all African-American school district alleging that the state school-finance plan was unconstitutional. In 1994, the Chancery Court found that the state plan violated the educational and equal protection sections of the Arkansas Constitution and gave the state 2 years to "enact and implement appropriate legislation in conformity with... this ... opinion." The school-finance law was found to fail on the basis of both equity and efficiency, and the state was ordered to develop a new system. Since, 1995, different governors, a slow-moving judge, and a second suit accusing the state of inadequacy have further complicated and delayed the original decision. (DFR)

ED 452 602 EA 030 992

Blendinger, Jack; Cornelious, Linda; McGrath, Vincent
Faculty Participation in Governance: A Four-Year Longitudinal Study.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Curriculum Development; *Curriculum Evaluation; *Decision Making; Educational Administration; Elementary Secondary Education; *Governance; *Higher Education; Instructional Improvement; *Policy Formation; Public Schools; Resource Allocation; Tenure

This paper discusses a qualitative case study that examined faculty attempts to establish and maintain a faculty council as a means of furthering shared governance between administrators and education faculty at a college of education over a 4-year period (1996-2000). Initial experience in shared governance--faculty members participating in problem solving, decision making, and policy development--was first presented at the 1997 annual meeting of the Mid-South Educational Research Association. Putting shared governance into action in the College of Education at Mississippi State University has been an up and down process, resulting in fluctuations in enthusiasm, progress, and delays. This paper reports that in the 2000-2001 academic year, the Faculty Council met infrequently, that maintaining shared governance has not been easy, and that the future looks bleak. However, a valuable lesson has been learned: unless administrators sincerely embrace the concept and support ways for putting shared governance into practice, the concept will not be realized. (DFR)

ED 452 603 EA 030 993

Chen, Kuei-Lung; Blendinger, Jack; McGrath, Vincent
Job Satisfaction among High School Assistant Principals.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

achieve goals of the New York State Board of Regents to reform the state's preschool special education program. These goals, consistent with the provisions of the 1997 reauthorization of the Individuals with Disabilities Education Act, view special education as a service to support children's education, rather than a place, and emphasize program accountability, student results, and access to general education. State legislation was enacted in 1996 to amend the preschool special education programs in the following areas: allowance for a second independent pupil evaluation, establishment of a continuum of services from less to more restrictive settings, provision of transportation, transportation costs, a 3-year moratorium on self-contained programs, development of procedures for program reapproval, requirements for business plans by program providers, and development of clinical practice guidelines. The reform initiatives have resulted in dramatic increases in the provision of special education services in integrated settings and improved cost effectiveness. The program served 55,780 preschool students in 1995-96, a 48 percent increase since 1992-93. Additional activities include quality assurance efforts in counties with higher than average numbers of students in separate special class programs. (DB)

ED 452 622   EC 308 379

Walters, Jonathan
Postsecondary Education and Individuals with Disabilities: Recommendations to New York State for Strategies To Increase Access and Opportunity. Report of the Task Force on Postsecondary Education and Disabilities with Comments from the Expert Panel, Presidents' Panel, Regional Public Forums and Task Force Steering Committee.
PUB DATE- 00
NOTE- 76p.; Edited and published by the Nelson A. Rockefeller Institute of Government, State University of New York. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Accessibility (for Disabled); Assistive Devices (for Disabled); *College Outcomes Assessment; College Preparation; College Students; Community Colleges; *Disabilities; *Educational Objectives; *Educational Policy; Faculty Development; Higher Education
IDENTIFIERS- *New York

This report presents the recommendations of a New York State task force that addressed ways to enhance access to higher education for individuals with disabilities. Individual focus groups developed strategies in five areas: (1) preparation and readiness for college-level study, (2) funding streams, (3) faculty education and instruction, (4) assistive technology and other supports, and (5) student success and employment. Among findings of these groups were that campuses have improved dramatically in the area of physical access; the number of students who report a learning disability has increased by 264 percent since 1987; and a disproportionate number of postsecondary students with disabilities choose two-year community colleges rather than four-year colleges. The Task Force identified nine broad goals and recommended strategies including the following: improving the preparation for high school students with disabilities and their families; providing training and professional development for faculty; raising the level of disability awareness of top college administrators;

Charles R.; Kaminski, Ruth; Good, Roland H, III; Shinn, Mark
Family Outcomes in a Growth and Development Model. Technical Report #7.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 12p.; With assistance from James Ysseldyke and Paula Goldberg. For related technical reports, see EC 308 392-397.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; *Disabilities; Early Childhood Education; *Early Intervention; *Family Programs; *Family Role; Family School Relationship; Individualized Education Programs; Individualized Family Service Plans; Models; *Outcomes of Education; Research Design; Young Children

This paper reports on the development of a set of four family outcomes concerned with the measurement of child growth and development as part of a 5-year project by the Early Childhood Research Institute on Measuring Growth and Development to develop a comprehensive assessment model for young children, birth to age 8, with disabilities. It first lists 11 family outcomes identified as a result of interviews with parents of children with disabilities. It then explains the four outcomes selected to be part of the model: (1) families will have a basic understanding of child development and will be able to identify needs for their child, including those related to cultural, linguistic or disability specific issues; (2) families will be able to assess how their child's development is progressing related to general outcomes identified on the Individualized Education Program/Individual Family Service Plan; (3) families will be confident in their abilities to make choices about interventions for their child and will be able to implement those interventions effectively; and (4) families will feel that their beliefs and values are respected by other members of their child's team and will see themselves as equal and integral members. Future research plans include validation of the four outcomes and selection of additional outcomes. (DB)

ED 452 642 EC 308 399

Burdette, Paula J.; Olsen, Ken
Alternate Alternates: A Medley of Alternate Assessments.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Accommodations (Disabilities); Academic Standards; *Disabilities; Educational Assessment; Elementary Secondary Education; Inservice Teacher Education; Outcomes of Education; Policy Formation; Portfolio Assessment; Program Implementation; *Staff Development; *State Programs; *Student Evaluation
IDENTIFIERS- Delaware; Florida; Georgia; Indiana; Minnesota; North Dakota; *Testing Accommodations (Disabilities); Utah; West Virginia

This paper highlights eight states that have implemented alternate assessments for children with disabilities who cannot participate in their state and district-wide assessment programs. The alternate assessment systems in Delaware,

PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Coordination; *Disabilities; Early Childhood Education; Early Intervention; *Family Involvement; Focus Groups; *Information Seeking; *Parent Empowerment; Parent Materials; Preschool Education; *Research Methodology; Surveys
IDENTIFIERS- Individuals with Disabilities Education Act Part H; *Interagency Coordinating Council; Parent Training and Information Centers

Since Part H Interagency Coordination Councils (ICCs) were established in 1986, parents have been discussing what the primary role of the parent member is and should be, such as providing a parent and family perspective to the work of the ICC or representing family consumers throughout their state and, as such, a wide range of needs and opinions. By their presence in ICC meetings and on subcommittees, parent members can infuse a family perspective into all conversations or, in a more active role, they can infuse this perspective into program policy and even into the processes of the ICC itself, assuring that the Council supports the participation of its parent members in all its practices. This "Early Childhood Bulletin" explores ways that parent ICC members can enhance and expand their capacity to reflect a broad diversity of family perspectives. Strategies and reasons for gathering information are summarized, and information on the use of focus groups and surveys is presented. Also included are lists of references and information resources. (SG)

ED 452 661 EC 308 507

Popper, Barbara K.; Haussleln, Evelyn
"Who You Gonna Call?" and New Roles for Parents.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 94
NOTE- 8p.; Published with "Coalition Quarterly." Theme issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; Coordination; *Curriculum Development; *Disabilities; *Early Intervention; Parent Empowerment; *Parent Participation; Parent Teacher Cooperation; Partnerships in Education; Preschool Education; Professional Development; *Professional Training; Special Education; Staff Development; Training
IDENTIFIERS- Individuals with Disabilities Education Act Part C; *Interagency Coordinating Council

This special double issue of the "Early Childhood Bulletin" explores issues for parents who are members of Interagency Coordinating Councils (ICCs) for their states' early intervention programs. The first article discusses issues parents may want to consider before they assume new roles in their ICC and in related activities. It also highlights the results of a 1993 survey which shows that opportunities for parent participation at program and policy levels are increasing significantly. The second article discusses ways in which parents can foster parent/professional collaboration by participating in preservice and inservice training opportunities for professionals. References and a list of resources for assistance in developing a curriculum for formation of a design team, establishing a program, evaluating a site and possible existing building, choosing between new construction and renovation, doing preliminary layouts for the center on a specific site, and honoring the key ingredients of children's group room design. Part 3 addresses specific aspects of design in greater detail, i.e., sound, light, color, finishes, furnishings, building systems, and windows, doors, and security. Part 4 examines design elements unique to different parts of the building and site, such as the children's group rooms; areas for staff, parents, and the community; and outdoor play. It further describes two recently completed centers whose design is based on the residential core model as a possible prototype for child care center design. Appendices contain questions to ask prospective architects; a comparison between construction manager versus general contractor; a summary of low-toxic building materials; and formulas for color mixing. (GR)

ED 452 683   EF 005 908

Green, Thomas A., Ed.
IPM Standards for Schools: A Program for Reducing Pest and Pesticide Risks in Schools and Other Sensitive Environments. Version 2.0.
SPONS. AGENCY- Cooperative State Research, Education, and Extension Service (USDA), Washington, DC.
PUB DATE- 00
NOTE- 129p.; Also funded by the IPM Program of the U.S. Department of Agriculture.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Certification; Elementary Secondary Education; Guidelines; *Pests; *Public Schools; *Risk Management; *Standards
IDENTIFIERS- *Integrated Pest Management; Wisconsin

This guide presents Integrated Pest Management (IPM) practice standards for educational facilities to help schools become certified in providing effective and safe pest control. The guide is divided into two parts with three modules each for both buildings and grounds. The first module addresses building the IPM foundation to meet all legal requirements, identify necessary resources, create an IPM policy, set up documentation, establish community communications, and end routine pesticide applications. The second module guides schools in establishing roles and training key players; identifying priorities and creating a pest management plan; and limiting pest control actions to effective, reduced-risk options. The third module addresses issues of administration, policy, and pest control practices for certification. Not all practices are needed for certification, so an IPM scoring system is included for both buildings and grounds to be used to verify certification. Appendices contain a list of reduced-risk and least-risk pest control definitions, a glossary, and additional resources for implementing IPM in schools. (GR)

ED 452 684   EF 005 909

Earthman, Glen I.
Collaborative Planning for School Facilities and Comprehensive Land Use. Revised.
PUB DATE- 00
NOTE- 51p.; Paper presented to the Stein & Schools Lecture

provide them with access to academic success in the U.S. It is concluded that content-based instruction expands the students' conceptual knowledge base while teaching language through meaningful activities. (Contains 23 references.) (KFT)

ED 452 706 FL 026 678

Costantino, Magda
Reading and Second Language Learners. Research Report.
PUB DATE- 99
NOTE- 120p.; Prepared with assistance from Joe St. Charles, Susan Tepper, and Edlamae Baird.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Immigrants; Language Research; Limited English Speaking; *Literacy; Literature Reviews; Program Evaluation; *Reading Research; Research Reports; Second Language Instruction; Second Language Learning; Spanish

This document was created as a resource for educators and policymakers regarding English Language Learners (ELLs) in U.S. public schools, providing a synthesis of the research on teaching and learning to read in English as it relates to students in U.S. public schools who speak little or no English. Focusing attention on children of primary acquisition age, this research summary addresses the following questions: (1) What are the prerequisites that children need to meet in order to become proficient readers in English as a Second Language? (2) If ELLs are experiencing difficulties reading English, is it a language problem or a reading problem? and (3) What are the school, program, and classroom characteristics that support the reading development of ELLs? This report contains three chapters and three appendices. Chapter 1 discusses the theories and different aspects of the language acquisition processes. Chapter 2 examines the primary challenges ELLs face in learning to read English and the skills they must develop to succeed. Chapter 3 summarizes the research on the effectiveness of various program models for the education of ELLs. (Contains 236 references.) (KFT)

ED 452 707 FL 026 679

Canning-Wilson, Christine
Choosing EFL/ESL Visual Assessments: Image and Picture Selection on Foreign and Second Language Exams.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; College Students; *English (Second Language); Evaluation Methods; Foreign Countries; Higher Education; Language Acquisition; *Language Tests; Learning Strategies; Second Language Instruction; Second Language Learning; Student Evaluation; Testing; *Visual Stimuli
IDENTIFIERS- United Arab Emirates

The purpose of this paper is to discuss the avenues for choosing pictures and visual images in testing situations for foreign and second language examinations. The paper demonstrates how quantitative and qualitative research from cognitive psychology, visual and verbal behavior studies, as well as toward the host society. (Contains 13 references.) (KFT)

ED 452 726 FL 026 699

Jin, Wenjun
A Quantitative Study of Cohesion in Chinese Graduate Students' Writing: Variations across Genres and Proficiency Levels.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Symposium on Second Language Writing at Purdue University (West Lafayette, Indiana, September 15-16, 2000)
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; *Cohesion (Written Composition); Communicative Competence (Languages); Content Analysis; *English (Second Language); Foreign Students; Graduate Students; Higher Education; *Language Proficiency; *Language Styles; Linguistic Competence; Second Language Instruction; Second Language Learning; Statistical Analysis; *Writing Ability; *Writing (Composition)
IDENTIFIERS- *Academic Language

This study presents a quantitative analysis of cohesion of the academic writing of Chinese English-as-a-Second-Language (ESL) graduate students by applying Halliday and Hansen's (1976) model. Six Chinese graduate students from a Midwestern university were selected for the study, representing two proficiency levels in written English--advanced and intermediate. Eighteen of their papers were analyzed, representing three academic genres: definition, analytic, and research. The analysis was conducted across both genre and proficiency level. The results of the analysis indicate that personal and demonstrative reference, additive and temporal conjunctions, and lexical repetition were strongly favored in all three genres by both proficiency groups. However, the advanced group employed significantly more cohesive ties in some of the categories than did the intermediate group. These variations do not support the argument that there is no relationship between linguistic ability and writing ability. (Contains 39 references.) (KFT)

ED 452 727 FL 026 700

Wakefield, Dara
Teaching Strategies and Student Attitudes toward Learning Korean as a Second Language.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; Instructional Effectiveness; Introductory Courses; *Korean; Learning Strategies; Questionnaires; Second Language Instruction; Second Language Learning; *Student Attitudes; Teacher Researchers; *Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- Baylor University TX

This study sought to determine how students value learning Korean as a second language in the context of six instructor-selected strategies for teaching. Twenty-three students enrolled in Introductory Korean participated. This study utilized mastery learning, cooperative learning, non-directed learning, and three different direct teaching strategies. Students responded women participating in intercollegiate athletics at four-year colleges and universities increased substantially, from 90,000 to 163,000 between school years 1981-1982 and 1998-1999, while the number of men grew more modestly, from 220,000 to 232,000, paralleling the actual increase in college enrollment. The total number of women's teams increased by 3,784, while men's teams increased by only a net of 36. For both men and women, soccer was the sport with the largest net increase in teams. The largest net decrease for women occurred in gymnastics; for men, the largest decrease was in the number of wrestling teams. In all, 963 institutions added teams and 307 discontinued teams since 1992-1993. When women's teams were added, the factors most often cited were the need to address student interest and the need to meet gender goals or equity requirements. Schools that were able to add teams without discontinuing others used a variety of strategies to increase athletic program revenue and reduce costs. Two appendixes discuss study scope and methodology and list GAO contacts and acknowledgments. (Contains 4 figures and 10 tables.) (SLD)

ED 452 748 HE 033 963

The Management of Student Administration: A Guide to Good Practice.
PUB DATE- 01
NOTE- 91p.; Also produced by the UK Value for Money Steering Group, and the Department of Higher and Further Education, Training and Employment for Northern Ireland.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *College Students; *Educational Administration; Educational Practices; Foreign Countries; Higher Education; Student Records
IDENTIFIERS- *United Kingdom

This report is intended to help institutions review their arrangements for student administration through comparisons with generally recognized good practice and with specific developments and experience in the sector. This study from which the information on good practices was derived was conducted through visits to 11 pilot institutions to review their present practices, and other institutions contributed information in areas in which they had particular expertise. Because the acquisition of suitable management information systems is the greatest problem facing institutions in the area of student administration, approaches taken by different institutions are reviewed. No one best system has been identified that meets the needs of all institutions. Nor is there a model organizational structure for delivering an effective student administration function. The report examines the advantages and disadvantages of centralized versus devolved systems. Suggestions are given for policies and procedures that reflect the different needs of use groups. The report also examines key principles of good practice relating to processing student information in the areas of recruitment, admissions, registration, records and tracking, and examinations. Suggestions are also given for internal and external reporting, customer services and communications, data protection issues and archiving, and independent review. A self-assessment guide is included to help institutions assess their existing practices against identified good practice. Approaches to recognition policies. (Contains 16 endnotes.) (SLD)

ED 452 768   HE 033 985

Mandatory Surveys: Do They Negatively Bias Results? Institutional Research Report Number 4-00-1.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Electronic Mail; Evaluation Methods; Graduation Requirements; Higher Education; Program Evaluation; *Responses; *Statistical Bias; *Student Surveys
IDENTIFIERS- *East Carolina University NC; *Mandatory Programs; Negativism; North Carolina

Institutional researchers and others at East Carolina University have been concerned that requiring students to complete a survey, the institutional evaluation form, will have a negative effect on the ratings that students give the university. The responses to electronic forms of this survey completed by seniors and by sophomores are grouped with responses from other universities and colleges in the North Carolina state system, so a high response rate is desirable. To study the effects of the mandatory survey, survey responses were tabulated by the dates they were submitted, on the assumption that students who responded late in the process did so because they felt forced. Students were also given the opportunity to register their comments about the survey. Very few comments about the survey requirement were recorded, although more than 3,000 students completed the surveys. There was little evidence that the mandatory nature of the survey depressed rating on the sophomore survey or on the 1999 graduating senior survey. However, the later responses for spring 2000 graduates were clearly and consistently lower for most of the questions on the survey. The results are somewhat counter-intuitive because sophomores were more "forced" (unable to register without completing the survey) than seniors, and the differences may result from the way students were informed of the requirement. Sophomore requirements were well publicized, but seniors were informed through a letter attached to the application for graduation, and most late responses were the result of sending lists of students who had not completed the survey to the departments. An appendix contains some comments about the surveys. (Contains 10 tables.) (SLD)

ED 452 769   HE 033 987

Rethinking Quality Assurance: Examining Established Practices, Exploring New Strategies. Selected Presentations at the Annual Accreditation and Quality Assurance Conference. Proceedings (Philadelphia, PA, December 4-5, 2000).
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accreditation (Institutions); Distance Education; *Educational Quality; *Evaluation Methods; Higher Education; *Institutional Characteristics; *Program Evaluation; Quality Control
IDENTIFIERS- Educational Indicators; *Quality Assurance

This collection contains selected presentations from an annual accreditation and quality assurance conference. The papers are:

initiatives in the postsecondary training of deaf and hard of hearing students. The paper also solicits feedback from readers of the "Agenda" and aims to expand cross-disciplinary networking among professionals who might collaborate on applied research projects resulting from the Agenda. The federal government has had a long-standing role in funding postsecondary education for deaf students but has never developed a cohesive policy for supporting postsecondary education for these students. The need for a model theoretical framework to link future research studies has been recognized. Key unifying principles underlying the framework include: (1) a focus on outcomes; (2) common definitions of the target student populations; (3) linkages to established national goals for educating these students; (4) consistencies in data collection across different studies; and (5) integrating and coordinating these studies to ensure that their research objectives reinforce each other. The conceptual framework comprises student populations, on-campus support services and accommodations, and postsecondary living and learning environments. Effects of each of these research areas are related to programmatic outcomes that mirror national objectives in the postsecondary training of deaf and hard of hearing students. Some of the steps in the development of the research "Agenda" are outlined. (SLD)

ED 452 790   HE 034 011

Walker, Arianne Abell
General Education Clusters at UCLA: Their Impact on Students' Academic and Social Integration.
PUB DATE- 01
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *General Education; Higher Education; Integrated Activities; *Student Adjustment
IDENTIFIERS- Clustering (Learning); *Learning Communities; *University of California Los Angeles

This study focused on the degree to which the clusters established as part of a new general education system at the University of California, Los Angeles promoted an opportunity for increased academic integration for first-year students enrolled in the clusters as compared to first-year students in the typical general education curriculum. The cluster sequence was composed of a large lecture and 6 to 8 smaller (15 to 25 students) 2-hour discussion sections in the fall and winter quarters with a related seminar in the spring quarter. Cluster lectures were team taught to span academic divisions and to promote critical thinking. In the second year of the cluster program (first full year of operation), approximately 400 students were involved, a small portion of the undergraduate enrollment. Survey responses were received from 73 cluster and 108 noncluster students. Survey findings, which centered on seven variables, suggest that cluster participation had an impact on student outcomes, over and above other college experiences. The learning community cluster experience did help students begin to integrate into the college experience on a number of levels. Specific effects were seen on academic integration, quality of faculty interaction, and quality of interaction with peers in an academic setting. (Contains 1 consensus is one of study preference for this approach, with some vocal dissidents. Two appendices include teaching and learning philosophies and a sample exercise in the interactive classroom style. (AEF)

ED 452 810 IR 020 618

Hutto, David N.
Digital Video--From the Desktop to Antarctica.
PUB DATE- 00
NOTE- 14p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Higher Education; Instructional Materials; Interactive Television; *Interactive Video; Optical Data Disks; Programming (Broadcast); Science Education; Scientists; *Telecommunications; Television
IDENTIFIERS- Antarctic; Mississippi State University

This narrative describes the processes and technologies employed to produce and deliver a series of complex interactive learning experiences that brought together working scientists in Antarctic and students and teachers across North America. This multifaceted program included field production in the Antarctic, the use of experimental communications technologies to provide real-time interactive communication from across the globe, and the re-purposing of the educational materials from the live programs to produce an exciting and engaging interactive CD-ROM and Web site. "Live From Antarctica 2" was a series of three one-hour interactive television programs produced by Passport to Knowledge (Morristown, New Jersey) with considerable production support from the Mississippi State University Television Center in Starkville, Mississippi. This undertaking involved establishing bi-directional television broadcasting facilities in the Palmer Peninsula of Antarctica. Through these experimental facilities, NSF researches would be connected to the program originating facility at Mississippi State University and ultimately to students and teachers around the country through PBS and NASA-TV. Through a mix of communications technologies, students were able to ask questions and receive responses from the scientists working at their field research stations. The goal of the project was to bring science to life and to vividly illustrate the problems, challenges, and rewards of gathering research about the valuable wildlife, natural science, and ecosystems of the Antarctic. (AEF)

ED 452 811 IR 020 619

Cain, Mark
Media-Rich Learning through Universal Computing and Wireless Thin Client.
PUB DATE- 00
NOTE- 7p.; In: EDUCAUSE 2000: Thinking IT Through. Proceedings and Post-Conference Materials (Nashville, TN, October 10-13, 2000); see IR 020 605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

Process: A Learner-Centered Perspective" (Barbara L. McCombs); "Developing Assessments for Tomorrow's Classrooms" (Barbara Means, Bill Penuel, and Edys Quellmalz); "New Designs for Connected Teaching and Learning" (Margaret Riel); "A Lesson from Richard Nixon: Observations about Technology Policy and Practice in Education (Saul Rockman); "It's Time To Upgrade: Tests and Administration Procedures for the New Millennium" (Michael Russell); and "Ice Machines, Steamboats, and Education: Structural Change and Educational Technologies" (Robert Tinker). The seventh section is a report on the conference entitled "Measuring Impacts and Shaping the Future," that addresses several critical questions. The final section contains the full text or outlines of several conference presentations. (MES)

ED 452 829   IR 020 669

Gragert, Edwin H.
Expanding International Education through the Internet: No Longer Limited to the Global Studies and Language Curriculum.
PUB DATE- 00
NOTE- 14p.; In: The Secretary's Conference on Educational Technology, 2000: Measuring Impacts and Shaping the Future. Proceedings (Alexandria, VA, September 11-12, 2000); see IR 020 668.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; Cultural Pluralism; Educational Benefits; Educational Technology; Elementary Secondary Education; Global Approach; *Global Education; *International Educational Exchange; *Internet; *Technology Integration
IDENTIFIERS- *Technology Utilization

This paper discusses the use of the Internet for international education. The first section addresses the context of international education. The second section focuses on the Internet as more than a research tool. The third section presents the following assumptions advocating for the integration of online technologies to enhance international education: (1) there is value to the teacher who is responsible for delivering a quality education; (2) there is value to the student in terms of learning outcomes and positive attitude change; and (3) in an increasingly interdependent global society, there is value to this country to have U.S. students receive an education that values cultural differences and global exploration. The fourth section summarizes benefits of internationalization of education through online collaborative project work. The fifth section describes how Internet-based global collaborations benefit math, science, art, health, and other classes through skills development, motivation to learn, and connecting learning to action. The sixth section considers challenges to attaining these benefits, including equipment, assessment, training, language differences, cross-cultural complexities, and the importance of reciprocity. The final section discusses what needs to happen now. (Contains 13 references.) (MES)

ED 452 830   IR 020 670

McCombs, Barbara L.
Assessing the Role of Educational Technology in the Teaching and Learning Process: A Learner-Centered Perspective.

PUB DATE- 00
NOTE- 17p.; In: The Secretary's Conference on Educational Technology, 2000: Measuring Impacts and Shaping the Future. Proceedings (Alexandria, VA, September 11-12, 2000); see IR 020 668.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; Cooperative Learning; *Educational Assessment; Educational Objectives; *Educational Principles; *Educational Technology; Elementary Secondary Education; *Learning; Models
IDENTIFIERS- Knowledge Bases; *Learner Centered Instruction; Learning Communities; *Technology Role; Technology Utilization

This paper argues that it is time to think differently about assessing the role of educational technology in the teaching and learning process. The first section addresses the question, "What is learning?" The second section examines the purpose of education. The third section discusses the knowledge base needed to apply educational technology appropriately to the teaching-learning process, including the learner-centered principles as a framework, the learner-centered psychological principles, defining "learner-centered," and using technology to provide qualities of learner-centered teachers. The fourth section considers the implications of the learner-centered framework for the application of technology to support learners and learning, the assessment of technology in service to learners and learning, building learner-centered learning communities, expanding the notion of collaboration, and transforming the educational system. An author biography is included. (Contains 49 references.) (MES)

ED 452 831 IR 020 671

Means, Barbara; Penuel, Bill; Quellmalz, Edys
Developing Assessments for Tomorrow's Classrooms.
PUB DATE- 00
NOTE- 19p.; In: The Secretary's Conference on Educational Technology, 2000: Measuring Impacts and Shaping the Future. Proceedings (Alexandria, VA, September 11-12, 2000); see IR 020 668.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; Computer Uses in Education; Cooperative Learning; *Educational Technology; *Instructional Development; Intermediate Grades; Internet; Middle Schools; Problem Solving; Scoring Rubrics; Secondary Education; *Student Evaluation; Technology Integration
IDENTIFIERS- Prototypes; *Technology Utilization

This paper begins with a discussion of technology-supported activities to support meaningful learning and planning for a new research agenda. The remainder of the paper is a description of two prototype technology-based assessments developed to help address the dearth of appropriate student learning measures available to inquiry-oriented, technology-supported projects. The first prototype assessment task, designed for middle and secondary school students, presents an engaging, problem-based learning task that integrates technology use with investigation of an authentic problem, intellectual property; statistics on the online society; enabling best practice recordkeeping in the digital age; librarians working with academics to close the information gap; content of the future; flexible learning in higher education; skills for systems support; digital media for historians and librarians; making the most of the World Wide Web; the information professional of the future; the role of libraries in providing online services for people with disabilities; the impact of copyright changes on libraries; the need for network supportability for libraries; mentoring relationships; career planning; the library professional and the professional association; innovation, flexibility, and professionalism; and skills development for a successful career. (MES)

ED 452 851 IR 058 110

Badger, Rod
The 21st Century Information Environment.
PUB DATE- 00
NOTE- 11p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; Foreign Countries; Futures (of Society); Government Role; Information Skills; *Information Technology; Library Role; *Library Services; Telecommunications; Users (Information)
IDENTIFIERS- Access to Technology; Australia; *Electronic Commerce; *Information Infrastructure

This paper on the 21st century information environment begins with a section that discusses the impact of e-commerce over the next ten years. The second section addresses government focus areas, including ensuring a telecommunications infrastructure, developing the IT (information technology) industry, promoting innovation and entrepreneurship, establishing a regulatory regime that will provide a secure online environment for users and foster e-commerce, ensuring that users have IT skills, leading by example through the provision of government information and services online, and encouraging businesses and the community to get online. The third section considers two core issues for the library and information sector in the new economy, i.e. how it will improve current business activities, and how it will take advantage of new business opportunities. The fourth section describes the challenges ahead for the library community, including attracting a broader cross section of the community into the library, allocating staff time and resources, training staff, and providing access to standard computer applications (e.g., word processing, spreadsheets) as well as the Internet. The fifth section outlines necessary IT education and skills. (MES)

ED 452 852 IR 058 111

Barr, Trevor
User Perspectives of the Future of the Internet.
PUB DATE- 00
NOTE- 6p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra,

and performance indicators for several stakeholders (i.e., university executive, clients, staff, suppliers, and community). The third section addresses benchmarking, stressing the importance of benchmarking as a means of identifying best practice and of continuously improving all aspects of performance. The following uses of performance measurement are identified: to indicate the library or information services' alignment with broader organizational goals; to demonstrate the integration of information services with the key activities of the organization or community; and to support the library's position as the organization's primary information manager and service provider. (MES)

ED 452 873   IR 058 132

Mercer, Prue
Changing Our Future: Issues in Leadership and Management Skills and the Information Profession.
PUB DATE- 00
NOTE- 10p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Administrator Role; Foreign Countries; *Information Services; Information Technology; Job Skills; *Leadership Training; Library Administration; Library Cooperation; *Library Personnel; Library Role; *Management Development; *Staff Development; State Libraries
IDENTIFIERS- Australia; *Management Skills

This paper explores the issues and opportunities for information providers in a digital environment where the skills of management of change and leadership are necessary to create vital and healthy organizations. The first section discusses challenges of the digital environment and skills for the information profession, including the impact of technology, the changing role of the library, and core skills for library staff (e.g., management, information technology, teamwork, strategic thinking, and customer service skills). The second section describes how the State Library of Victoria (Australia) is addressing these challenges with staff and management development programs, including: (1) staff workshops on information service values related to customers, knowledge, teamwork, collections, and environment; (2) staff, leadership, and management training focusing on communication/interpersonal, marketing/promotion, technology self/team management, change management, problem-solving, mission/vision/values, and task-specific skills, as well as five leadership values (self-awareness, stands in the future, customer focus, collaborative spirit, and bias for action); and (3) management development training developed in collaboration with the University of Melbourne and Royal Melbourne Institute of Technology University. The third section covers ways of thinking about organizations and managers, including organizations as many things at once and the roles of managers and leaders. (Contains 17 references.) (MES)

ED 452 874   IR 058 133

Middleton, Michael

ED 452 893 JC 010 337

Krakauer, Renate
Criteria for a Learning College.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; *Educational Change; Educational Improvement; *Evaluation Criteria; *Higher Education; Institutional Mission; *Instructional Development; Learning; Organizational Change; School Culture

This document contains a self-assessment tool allowing colleges to measure themselves against the criteria for an ideal learning college and identify where to focus their efforts for improvement. The tool consists of nine sections, each outlining a different area crucial to the functioning of learning colleges. Section 1 focuses on the learning process marked by the aim of putting learning first in all activities in which the college is engaged. Section 2 discusses the organization of learning content with a learning-centered approach. Section 3 emphasizes the importance of recruiting qualified learning facilitators committed to learning-centered education. Section 4 describes the ways in which learning specialists complement the role of learning facilitators and provide expertise to the institution. Section 5 considers the assessment of student learning outcomes as a way to demonstrate change in knowledge, competence, and behavior. Institutional assessment is also included in this section. Section 6 calls for the acknowledgment of learners as having primary responsibility for their learning and providing input into the design of the learning process and the assessment of outcomes. Section 7 reviews the organization of the learning college in terms of learner services, systems and procedures, and structures. Section 8 focuses on college leadership. Finally, Section 9 underscores the importance of a college culture that supports learning, involving paying attention to morale issues among employees, labor relations climate, and learner satisfaction with the learning environment. (KS)

ED 452 894 JC 010 338

Student Academic Achievement Plan: An Assessment Plan and Program. Revised.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; Community Colleges; *Outcomes of Education; *Student Evaluation; Two Year Colleges
IDENTIFIERS- Front Range Community College CO

This report describes student academic achievement assessment activities at Front Range Community College (FRCC) (Colorado). According to this plan, all major decisions within the college will be based on four strategic initiatives: quality of student experience; excellence of human resources; college flexibility

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; *Developmental Programs; Faculty College Relationship; *Faculty Workload; Full Time Faculty; Noninstructional Responsibility; *Part Time Faculty; *Rural Education; *School Holding Power; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Piedmont Technical College SC

Piedmont Technical College's (PTC's) (South Carolina) service area is mostly rural and contains widespread illiteracy, weak economies, sparse education funding, large high-risk populations, and poor educational aspirations and attainment. By 1998, in an effort to provide greater access to its rural population and improve retention efforts, PTC had established six outreach centers. These centers offered developmental English, reading, mathematics, and college skills courses. However, initial student success, retention, and growth in enrollment were limited. Positing that the lack of continuity in part-time instructors did not foster instructor commitment to the college or students, PTC created a position for a "generalist" at two small rural centers, someone who could teach in all developmental content areas as well as admit, test, advise, and register new and returning students. The "one room school house" concept has proven to be the glue that has bonded the students, instructors, and administration. Students at the centers see commitment from the college, consistency in personnel and expectations, and connections between their courses. Retention has improved, instruction is more consistent, less administrative time is spent hiring and training instructors, and the learning environment has been enriched for students and teachers. (PGS)

ED 452 915 JC 010 363

Beachler, Judith
External Scan 2000: Environmental Scan of the Greater Sacramento Area.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Enrollment; Environmental Influences; *Environmental Scanning; *Futures (of Society); Long Range Planning; School Community Relationship; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

This document provides a summary of the social, economic, and political changes at state and national levels that affect the Los Rios Community College District (LRCCD) in California. LRCCD consists of American River College (ARC), Cosumnes River College (CRC), and Sacramento City College (SCC). Demographic trends show that Greater Sacramento is one of the fastest growing metropolitan areas nationally with a 60% population increase from 1980 to 2000. This document discusses demographic, economic, K-12 performance, political, and projected enrollment trends for the district. Report highlights include: (1) enrollment growth will come from the high-growth communities over the next 10 years (Franklin-Laguna, Vineyard, Folsom, North Natomas, El Dorado Hills, Elk Grove, South Sacramento, West Sacramento and South Natomas); (2) in Sacramento County, 46% of high school graduates were ethnic minorities in 1998-99, and 51% of the school-age population enrollment trends do not reflect overall enrollment trends. From fall 1996 to fall 1998, overall student enrollment declined while minority enrollment rose; in fall 1998, the reverse occurred; and in fall 1999 and fall 2000, both overall and minority enrollment increased. In terms of age, minority students are similar to white students, though in fall 2000, for the first time, the percentage of minority students between the ages of 22 and 35 exceeded the percentages of white students and other-race students. (JA)

ED 452 936 JC 010 385

Kingston, Jane; Head, Ronald B.
The Impact of College Hour upon Class Enrollments. Research Report.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Attendance; Community Colleges; Enrollment; *Enrollment Influences; *Enrollment Management; *Enrollment Trends; Student Behavior; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Piedmont Virginia Community College

This study examines the possible effects of "College Hour" upon class enrollments at Piedmont Virginia Community College (PVCC) (Virginia). College Hour is a one-hour block of time on Mondays, Wednesdays, and Fridays, from 12:20 to 1:20 p.m., when no classes are taught. Instead, the time is dedicated to students' activities and faculty/staff committee meetings. During the four fall terms prior to instituting College Hour, the average number of MWF classes during the five class periods surrounding college hour was 63, and the average number of students enrolled was 1,491. In 1997 and the three fall terms following, the average number of classes offered was 52, and the average number of students enrolled was 1,271. After College Hour was instituted, the number of classes taught during these periods dropped by 11, or 17%, and enrollments fell by 220, or 15%. What happened to students displaced by College Hour? A convincing argument can be made that they simply took classes during corresponding hours on Tuesdays and Thursdays. Prior to College Hour, fewer students enrolled in TTh classes than in MWF classes; since College Hour was instituted, the trend has been reversed, and now, considerably more students enroll in TTh classes than in MWF classes. (JA)

ED 452 937 JC 010 386

Policy Guidelines for Restricted Grant Expenditures and Reporting, Fiscal Year 2001.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *Community Colleges; *Educational Finance; Educational Policy; *Expenditures; *Grants; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 public school series, see ED 421 282-292. For the 2000-2001 public school series, see PS 029 435-445.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 3; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 3 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 3 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 956 PS 029 439

Curriculum Handbook for Parents, 2000-2001: Grade 4.
PUB DATE- 00
NOTE- 36p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 public school series, see ED 421 282-292. For the 2000-2001 public school series, see PS 029 435-445.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 4; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 4 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the

Using Portfolios across the Curriculum.
PUB DATE- 00
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Practices; Middle School Students; *Middle School Teachers; *Middle Schools; *Portfolio Assessment; Student Attitudes; *Student Evaluation; Teacher Student Relationship

Noting that many middle school teachers are challenged to use portfolio assessment in the midst of their other daily responsibilities and mandated activities, this monograph demonstrates how portfolio assessment can contribute to student learning, shows how teachers use portfolio assessment in their classrooms, discusses students' views of portfolio assessment, and presents unique uses for portfolios. Following an introduction on the "what" and the "why" of portfolio use, the book's chapters are: (1) "How Portfolios Enhance Learning" (Deborah H. Sherrill); (2) "Portfolios: Moving beyond the Scrapbook" (Ann Lockledge); (3) "Reflection Collection: Portfolios that Emerge from Advisory" (Barbara A. Smythe); (4) "Portfolios in a Writing Workshop" (Arlene H. Owens); (5) "Portfolios in Social Studies" (Ann Lockledge); (6) "Portfolios in Mathematics and Science" (Kathleen Lynch); (7) "Helping Students Make Selections from Different Areas" (Rhonda Evans Benton); (8) "What Students Say about Portfolios" (Deborah H. Sherrill); (9) "Students as Employees: Integrating Portfolios across the Curriculum" (Angela Joyner); (10) "Portfolios, Assessment, and a Curriculum Fair" (Arlene H. Owens); (11) "Developing Portfolio Assessment: A Team Effort" (Ann Lockledge); (12) "A Professional Portfolio as a Model" (Judith A. Hayn). Also included is a list of web links to portfolios and authentic assessment. (Contains 33 references.) (KB)

ED 452 975   PS 029 458

Kinney, Patti; Munroe, Mary Beth; Sessions, Pam
A School-Wide Approach to Student-Led Conferences: A Practitioner's Guide.
PUB DATE- 00
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Developmentally Appropriate Practices; Early Adolescents; *Middle School Students; *Middle School Teachers; Middle Schools; *Parent Teacher Conferences; *Student Evaluation; Student Leadership; *Student Role; Student School Relationship; Teacher Role

Noting that the benefits of student-led conferences align well with practices recognized as developmentally appropriate for the middle school years, this book provides a step-by-step guide to implementing student-led conferences at the middle school level. The chapters are: (1) "Setting the Stage," presenting the rationale for student-led conferences; (2) "Begin with the End in Mind," presenting suggestions for organizing the program and training staff; (3)

(120)
DESCRIPTORS- Adoption; Alcoholism; Change Strategies; *Child Abuse; Child Development; *Child Neglect; *Child Welfare; *Children; Family Violence; Foster Care; Homeless People; Incidence; Intervention; Legal Problems; Prevention; Sexual Abuse; *Social Services; State Programs; Substance Abuse; Well Being
IDENTIFIERS- Child Protection; Massachusetts

Although Massachusetts ranks in the top 10 percent among states on several key indicators of child well-being, the state's growing incidence of child maltreatment is stark and confounding. This report launches a state call to action aimed at ending child maltreatment through revising and strengthening systems to protect children, providing support and education for families of young children to prevent abuse/neglect, and providing therapeutic and other services to allow abused/neglected children and their families to recover as fully as possible. The report is presented in six sections. Section 1 presents information on the incidence of abuse/neglect and its impact on children. Section 2 examines key causes and links between abuse and domestic violence, substance abuse, and homelessness. Section 3 addresses key proposals to modify the child protection network, including developing a multi-track system for differential response to abuse/neglect cases, depending on seriousness. Section 4 details recommendations for improving treatment and support for abused/neglected children and their families, including promoting schools as safe havens and healing places for abused, neglected, and traumatized children. Section 5 focuses on prevention, proposing the building of a strong infrastructure of family supports across the state to address family needs early so that state intervention could be avoided or reduced. Section 6 identifies child maltreatment as the common denominator underlying serious social problems that translate into enormous fiscal costs for society; the section calls for a commitment to ensure effective treatment for abused/neglected children, to strengthen state systems charged with the care and protection of these children, and to expand family support and prevention services significantly. The report's three appendices detail the activities of work groups related to the Summit Initiative on Child Protection and Family Support, list the participants of the Summit Initiative, and delineate child maltreatment numbers by city/town in Massachusetts for 1997. (Contains 292 endnotes.) (KB)

ED 452 993   PS 029 497

Twombly, Eric C.; Montilla, Maria D.; De Vita, Carol J.
State Initiatives To Increase Compensation for Child Care Workers.
SPONS. AGENCY- Foundation for Child Development, New York, NY.
PUB DATE- 01
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Child Caregivers; *Compensation (Remuneration); Early Childhood Education; Fringe Benefits; Mentors; Professional Development; Program Descriptions; Public Policy; *State Programs; Wages
IDENTIFIERS- Caregiver Training

Noting that wages for child care workers are among the lowest in the U.S. labor force and that generally caregivers are offered few employee benefits, this paper summarizes proposals and

Labor Force; Poverty Areas; Public Policy; Rural Development
IDENTIFIERS- *Education Economy Relationship; *West Virginia

Despite increased government investments in education, West Virginia continues to have one of the nation's highest high school dropout rates and is among the states with the highest unemployment rates. Human capital theory provides the conceptual basis for evaluating the relationship between investment in education and economic development. An ordinary least squares regression method was used to examine the implications of high school dropouts in the economic development of West Virginia. Results revealed that increases in high school dropout rates and the state gross domestic product increased employment rates, while an increase in unemployment compensation decreased employment rates. Thus, the increase in employment rates may likely be in unskilled and low-paying jobs. The conclusions suggest several implications for policymakers. The opportunity cost to invest in education is low when an area is still attracting firms that require unskilled and low-paying jobs. As long as dropout rates positively correlate with unskilled and low-paying jobs, the poverty cycle in West Virginia will perpetuate. The perpetuation of low income and poverty will result in increased government expenditures on transfer payments such as income support, while generating low tax revenue. The perpetuation of unskilled and low-paying jobs will force most educated community members to leave because of the inability to find suitable jobs, and the community will lose a significant portion of returns on its investment in these people's education. Recommendations are offered for state and local long-range strategies to stimulate students to stay in school and pursue further education. (Contains 44 references.) (TD)

ED 453 013 RC 022 891

Fingertip Facts, 2000.
PUB DATE- 00
NOTE- 27p.; For 1998 Fingertip Facts, see ED 421 323.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Administrative Organization; Adult Education; *American Indian Education; Colleges; Early Childhood Education; Elementary Secondary Education; *Federal Indian Relationship; *Federal Programs; Higher Education; Program Descriptions; Public Agencies; *Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; Goals 2000; *Office of Indian Education Programs

This booklet provides information about schools, colleges, and other educational programs supported by the Bureau of Indian Affairs, Office of Indian Education Programs (OIEP). During the 1999-2000 school year, OIEP directly served over 50,000 students and indirectly served over 400,000 students through its various programs. OIEP's mission is to provide quality education opportunities from early childhood through life, with consideration given to the mental, physical, emotional, spiritual, and cultural aspects of the person served. OIEP encourages parent participation and tribal control of school programs, supports inclusion of American Indian languages and cultures in teaching and learning, supports local control, and involves communities and tribal leaders in consultations on all matters pertaining to education. The Goals 2000: Educate America Act and the Improving America's Schools Act of 1994

Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alternative Teacher Certification; *Distance Education; Elementary Secondary Education; Higher Education; *Mentors; Preservice Teacher Education; *Rural Education; Special Education; *Special Education Teachers; Student Teacher Supervisors; *Student Teachers; Supervisory Training; *Teacher Education Programs; Videotape Recordings
IDENTIFIERS- *Peer Coaching; San Diego State University CA

San Diego State University (California) has developed a coach-of-coaches model of providing support, assistance, and supervision to intern-teachers in its rural special education alternative credential program. Coaches, who are fully credentialed teachers with supervisory skills, make a minimum of nine direct and indirect (video analysis) observations of the interns each year during the 2-year program. Coaches receive back-up support from the university's Intern Support Liaison (ISL), who serves as coach and supervisor to the coaches. Every 4-6 weeks the ISL meets with the coaches for a half-day to review intern progress, identify difficulties, and problem-solve. Video segments from selected interns are reviewed, with the ISL assisting coaches in refining their observation skills, identifying areas for intern improvement, and providing training in coaching/mentoring. Following these meetings, the ISL holds an intern seminar in which segments of intern videos are reviewed and teaching behaviors are analyzed. Needs identified in these meetings form the basis for future seminars and all-day "fast track" workshops that provide intensive training in identified areas of need. A teacher observation form is used by the intern and coach to evaluate instructional time, student responses, consequences, and seven additional factors associated with effective instructional delivery. The program has resulted in full certification of over 60 percent of current special education teachers in a vast, geographically isolated desert region of southern California. Retention rates of both teachers and coaches are high. (Contains 28 references.) (TD)

ED 453 032 RC 022 979

Shea, Catherine; Bablone, Carolyn
The Electronic Enhancement of Supervision Project (EESP).
PUB DATE- 01
NOTE- 7p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Cooperating Teachers; *Distance Education; Elementary Secondary Education; Higher Education; Listservs; *Master Teachers; Mentors; Preservice Teacher Education; Regular and Special Education Relationship; Special Education; *Special Education Teachers; *Student Teacher Supervisors; *Supervisory Training; Teacher Shortage
IDENTIFIERS- *Indiana University Southeast

To address the shortage of special education teachers in rural administration; (3) Aboriginal peoples and economic relations (what happened after the fur trade, capitalism, and contemporary class structure); (4) social reproduction and the welfare state (including social conditions, family relationships, and the impact of child welfare practices); (5) education and job training; (6) health status and health care; (7) law, crime, and the criminal justice system (including Aboriginal youth and juvenile justice); (8) Aboriginal organizations and struggles over citizenship rights; and (9) conflict, competition, and the contradictions of economic development. The education chapter presents schooling as a contradictory enterprise that holds forth to Aboriginal peoples the promise of new opportunities and self-determination while at the same time it contributes to their subordination and the devaluing of their experiences. (Contains extensive references, a bibliography, data tables and figures, and an index.) (SV)

ED 453 049   SE 063 855

McCormick, Bonnie; MacKinnon, Christy; Jones, R. Lynn
Evaluation of Attitude, Achievement, and Classroom Environment in a Learner-Centered Introductory Biology Class.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, DC.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999). This project was funded by a grant from Project NOVA, NASA Opportunities for Visionary Academics.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Biology; *Classroom Environment; Constructivism (Learning); Educational Change; Higher Education; *Integrated Curriculum; *Introductory Courses; Mathematics; Problem Solving; *Science Instruction; Technology
IDENTIFIERS- National Science Education Standards

According to the National Science Education Standards, science curricula should emphasize understanding, reasoning, and problem solving. In order to align with the standards, the learning environment should be an active learning environment rather than a lecture-centered format in postsecondary education. This study evaluates a new format for an introductory biology course which uses a learner-centered approach through an activity-based curriculum. (YDS)

ED 453 050   SE 063 912

Duschl, Richard A.; Ellenbogen, Kirsten; Erduran, Sibel
Promoting Argumentation in Middle School Science Classrooms: A Project SEPIA Evaluation.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Curriculum Design; Discovery Learning; Educational Environment; Evaluation Methods; Foreign Countries; Inquiry; *Learning Processes; Middle Schools; *Persuasive Discourse; Science Education

Bednarz, L. Gattuso, and C. Mary); (9) "A study of proportional reasoning among seventh grade students" (D. Ben-Chaim, J.T. Fey, and [illegible]M. Fitzgerald); (10) "Children's word meanings and the development of division concepts" (S.B. Berenson and D. Vidakovic); (11) "The use of examples in the teaching and learning of mathematics" (L. Bills); (12) "The influences of significant others on student attitudes to mathematics learning" (A. Bishop, C. Brew, G. (ASK)

ED 453 072   SE 064 732

Puig, Luis, Ed.; Gutierrez, Angel, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME 20) (20th, Valencia, Spain, July 8-12, 1996). Volume 3.
PUB DATE- 96
NOTE- 428p.; For volumes 1-4 and addenda, see SE 064 730-734.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Educational Technology; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; *Language; Mathematical Concepts; *Mathematics Instruction; Problem Solving; Social Influences; Teacher Education

The third volume of this proceedings contains full research articles. Papers include: (1) "A longitudinal study of children's fraction representations and problem-solving behavior" (G.A. Goldin and C.B. Passantino); (2) "Psychology students' conceptions of a statistics course" (S. Gordon, J. Nicholas, and K. Crawford); (3) "Choosing a visual strategy: The influence of gender on the solution process of rotation problems" (N. Gorgorio); (4) "Discourse in an inquiry math elementary classroom and the collaborative construction of an elegant algebraic expression" (B. Graves and V. Zack); (5) "Number processing: Qualitative differences in thinking and the role of imagery" (E. Gray and D. Pitta); (6) "Identification of Van Hiele levels of reasoning in three-dimensional geometry" (G. Guillen); (7) "Working with 'the discipline of noticing': An authenticating experience" (T. Hardy and D. Wilson); (8) "Classifying processes of proving" (G. Harel and L. Sowder); (9) "Seeing, doing and expressing: An evaluation of task sequences for supporting algebraic thinking" (L. Healy and C. Hoyles); (10) "The role of prior conceptions in teachers' responses to staff development: A synopsis of case studies of three middle school mathematics teachers" (T.A. Herrera); (11) "The use of levels of subordination to help students gain fluency in mathematics" (D. Hewitt); (12) "An analysis of the development of pupil of turning: Dynamic or static?" (M. Mitchelmore and P. White). (ASK)

ED 453 073   SE 064 733

Puig, Luis, Ed.; Gutierrez, Angel, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME 20) (20th, Valencia, Spain, July 8-12, 1996). Volume 4.
PUB DATE- 96
NOTE- 440p.; For volumes 1-4 and addenda, see SE 064 730-734.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Educational Technology; Elementary Secondary Education; Higher Education; Knowledge

understand the diversity of Hispanic people; and taught from her own perspective, culture, and ideals. The paper shares ideas for more effective ESL teaching. (BT)

ED 453 093 SO 032 530

Martz, Carlton
Religious Tolerance.
PUB DATE- 00
NOTE- 18p.; Bill Hayes, Editor. Theme Issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civics; Government Role; Law Related Education; *Religion; *Religious Cultural Groups; Secondary Education; Social Studies; Student Rights; *United States History; *World History
IDENTIFIERS- Bill of Rights; Luther (Martin); Protestant Reformation; *Religious Freedom; Supreme Court

This theme issue looks at three issues of religious tolerance. The first article examines a case recently decided by the United States Supreme Court on student-led prayers at school events. The second article explores the persecution suffered by members of the Mormon religion during the 19th century. The final article looks at Martin Luther and the Protestant Reformation in Europe. Each article includes questions for class discussion and writing, a further reading list, and classroom activities. (BT)

ED 453 094 SO 032 567

Ryan, Chris; Gunderson, Kari; Davis, Pam
The Wilderness & Land Ethic Curriculum. Ninth through Twelfth Grade. First Edition.
PUB DATE- 99
NOTE- 471p.; For a related curriculum for grades K-8, see SO 032 568.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation Education; Cultural Context; *Ecology; Environmental Education; High Schools; *Interdisciplinary Approach; *Land Use; *Natural Resources; Outdoor Education; Social Studies; *Wilderness
IDENTIFIERS- Historical Background; Land Treatment; Wilderness Act 1964

This Wilderness Curriculum is designed to provide classroom teachers, land managers, and outdoor educators with an interactive resource to promote awareness and appreciation of the cultural, environmental, and experiential values of wilderness. The curriculum is divided into a "Wilderness: An Overview" section, a "Leave No Trace/Field Experience" section, and then six subject matter sections: "Social Studies"; "American History"; "English"; "The Arts"; "Science"; and "Math." The overview offers a concise orientation to what wilderness is all about. Subsequent sections contain a variety of lessons and activities that provide objectives, background information, materials needed, and procedures. Many activities include reproducible student handouts. The curriculum includes a glossary, suggested background reading materials, and a list of materials needed for the activities. (BT) use study skills to complete tasks, monitor success, and record and restructure information; (2) use research skills to evaluate, select, record, and reorganize information; (3) use reference skills to locate information from a variety of sources; and (4) use critical thinking skills to solve research problems. (BT)

ED 453 115 SO 032 756

Corbishley, Mike; Darvill, Tim; Stone, Peter
Prehistory: A Teacher's Guide. Education on Site.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anthropology; Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; *Geographic Regions; *Heritage Education; *History Instruction; Social Studies
IDENTIFIERS- *British Isles; Prehistoric Life; *Prehistoric Times; Timelines

Chronologically prehistory accounts for over 99% of the human past. During this time, the earliest human ancestors spread across the world from Africa and changed, modified, and evolved until the species "Homo sapiens sapiens" made its appearance some 200,000 years ago. This teacher's guide provides an outline of the prehistory of the British Isles and suggests a number of ways in which the study of prehistory can be fitted into school curricula as an integral, relevant, and exciting component. The guide contains the following sections: "About This Book"; "Timeline"; "In Amongst the Ice"; "Recolonizing the North"; "Social Change"; "The Age of Stonehenge"; "People Everywhere and a Good Climate"; "Conflict and the Rise of the Hillfort"; "Living on the Edge of Empire"; "Documentary Evidence"; "Educational Approaches"; and "Bibliography and Resources." Resources include books for teachers, educational approaches, videos, poster packs, books for pupils, fiction for pupils, and activity centers. (BT)

ED 453 116 SO 032 757

Collins, Fiona; Hollinshead, Liz
English and the Historic Environment: A Teacher's Guide. Education on Site.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; Foreign Countries; *Heritage Education; *Historic Sites; Interpersonal Competence; *Language Arts; Social Studies
IDENTIFIERS- *England; *Site Visits

Visiting a historic site provides a rich stimulus for all kinds of work in English. This handbook offers a range of ideas for work on site for teachers of all Key Stages. The handbook suggests activities which will deepen students' engagement and enable the potential of a visit to be explored within the context of English, and to deliver history and other subjects. Strategies in the handbook can also be used to fulfill the requirements of literacy instruction, and exercises undertaken on site can inspire a wide variety of activities back in his writings a practical orientation that is helpful in thinking through the practical "implications" of his approach. The paper's conclusion focuses on what can be learned from Bauman's writings regarding four issues: (1) demarcation of the moral domain; (2) the gap between "is" and "ought," between facts and values; (3) moral motivation and moral action; and (4) moral relativism. Contains 21 references. (BT)

ED 453 134   SO 032 795

Perkins, Gillian; Yemtsov, Ruslan
Armenia: Restructuring To Sustain Universal General Education. World Bank Technical Paper No. 498. Europe and Central Asia Poverty Reduction and Economic Management Series.
PUB DATE- 01
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; *Compulsory Education; Developing Nations; *Economic Development; *Educational Change; *Educational Finance; Educational Research; *Elementary Secondary Education; Foreign Countries; Models
IDENTIFIERS- *Armenia; Educational Issues

Before the break-up of the Soviet Union, Armenia had a highly developed and expensive education system, matching the needs of the command economy. The government is now facing an enormous challenge to sustain universal coverage and performance standards in primary-secondary education with a small fraction of the former budget, while reorienting the system to the needs of a democratic society and market economy. The system in Armenia still suffers from widespread inherited inefficiencies. This study sought to clarify the significance of these inefficiencies for the future costs and performance of the system, to highlight the trade-offs involved, and to identify further measures needed to overcome the constraints to rationalization. This paper examines recent evolution of the structure of inputs and expenditure to general education in Armenia in comparison with international norms and practice, and outlines various approaches that have been proposed for restructuring the system in the context of the government's sectoral reform strategy. The paper uses a simple model to project the future cost impact of different policy options in relation to fiscal projections for the next decade, and to highlight the potential tradeoffs in terms of national education objectives. Conclusions concern the depth of rationalization and the financing strategy that would be needed to sustain universal access and quality of the system over the medium term. Also, some of the practical and institutional obstacles to actually implementing rationalization are identified and solutions are proposed. The model can be adapted for ongoing use by policymakers in Armenia to test alternative scenarios under different assumptions, or for use in other countries. Contains 2 boxes, 29 figures, 6 tables, and 15 references. Appended are methodology, assumptions, and projections. (Author/BT)

ED 453 135   SO 032 796

Wolhuter, C. C.
A Comparative Education Course: Experience and Views of Students at a South African University.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Conference of the

Gaines, Gale F.
Teacher Salaries and State Priorities for Education Quality: A Vital Link. Educational Benchmarks 2000 Series.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Educational Change; *Educational Quality; Elementary Secondary Education; State Government; Teacher Competencies; Teacher Recruitment; *Teacher Salaries; Teacher Shortage; Teaching Skills
IDENTIFIERS- Southern Regional Education Board

This report presents current information on: the goals that Southern Regional Education Board states have set for raising teacher salaries; lessons that states have learned about linking salary decisions to teacher performance and accountability; what states know about how competitive teacher salaries are; the implications of supply and demand factors for teacher compensation; state efforts to attract and retain quality teachers; and what states can do to relate improvements in teacher salaries to state priorities for education (e.g., continue to support salary goals, encourage good teachers to remain in teaching, systematically review supply and demand and teacher compensation, develop methods for determining whether teacher salaries in districts and the state are competitive, and develop a plan for tying salary decisions to student achievement and accountability). Three challenges most states face include: teacher shortages in certain subjects and areas, too few teacher education graduates going into teaching, and accountability programs calling for all children to learn at high levels, which raises the stakes for getting a quality teacher for every classroom. (SM)

ED 453 155   SP 039 950

Haselkorn, David; Harris, Louis
The Essential Profession: A National Survey of Public Attitudes toward Teaching, Educational Opportunity and School Reform.
SPONS. AGENCY- Philip Morris Inc., New York, NY.
PUB DATE- 98
NOTE- 50p.; For companion study, see SP 039 951.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Educational Change; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Equal Education; Faculty Development; Public Opinion; Public Schools; Student Behavior; *Teacher Competencies; Teaching Conditions

This report summarizes findings from a study of Americans' attitudes toward teaching, educational opportunity, and school reform, examining: what Americans feel must be done to ensure that all schools become what they should be, teachers' roles in fulfilling the quest for higher student achievement, and how well current and proposed reform efforts measure up to the public's expectations for its schools. Surveys of 2,525 adults nationwide indicate that most Americans believe that once the issue of school safety is addressed, providing a qualified teacher in every classroom is the most important way to improve education and lift student achievement. They feel that doing what it takes to put a fully qualified teacher in every classroom is more important than offering educational vouchers

Promoting School Renewal through Change Agent Strategies: Factors Influencing Teacher Adoption of a Statewide Change Initiative.
PUB DATE- 01
NOTE- 103p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Change; Elementary Secondary Education; Inservice Teacher Education; *Mathematics Education; *Science Education; State Standards; Teacher Attitudes; Urban Schools
IDENTIFIERS- Massachusetts; Paradigm Shifts; *Reform Efforts

This study examined factors prompting K-12 teachers to adopt statewide educational reform measures being promoted by Partnerships Advancing the Learning of Math and Science (PALMS), a cooperative statewide systemic initiative, funded by the Massachusetts Department of Education and the National Science Foundation, to implement state reform measures outlined in the 1993 Educational Reform Act and the Massachusetts Curriculum Framework Teacher Guides. Researchers examined the implementation process of the 1993 Educational Reform measures within one urban school district. Sixty-two teachers completed surveys examining initial factors that allowed them to make a paradigm shift so change could occur, as well as factors that moved them from non-utilization to routine utilization of the PALMS approach. Teachers' schools had been involved in the change process for 6 years. Initial influences responsible for creating a paradigm shift so change could occur included: quality of training, the approach being good for students, and the approach fitting the teacher's philosophy. Factors that influenced teachers' attitudes toward utilizing the approach included: training, class participation in an event utilizing the approach, and utilization by colleagues. Events had more influence on teacher utilization than did people. (Contains 207 references.) (SM)

ED 453 176 SP 039 976

Fuller, June L.
An Integrated Hands-On Inquiry Based Cooperative Learning Approach: The Impact of the PALMS Approach on Student Growth.
PUB DATE- 01
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Classroom Environment; Classroom Techniques; *Educational Change; Elementary Secondary Education; Learning Strategies; *Mathematics Education; School Culture; *Science Education; State Standards; Teacher Attitudes; Teaching Methods; Urban Schools
IDENTIFIERS- Massachusetts; Paradigm Shifts; *Reform Efforts

This study examined teachers' perceptions of changes in student learning and changes in their teaching strategies after implementing the Partners Advancing the Learning of Math and Science (PALMS) approach in an urban Massachusetts school district. PALMS was a cooperative statewide systemic initiative funded by the Massachusetts Department of Education and teachers, and they had fewer absences than did control group teachers. (Contains 40 references.) (SM)

ED 453 195 SP 039 996

Ensuring Teacher Quality: A Continuum of Teacher Preparation and Development. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; Beginning Teacher Induction; Educational Policy; *Educational Quality; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Student Recruitment; Teacher Certification; *Teacher Competencies; Teacher Improvement; Teacher Influence; Teacher Recruitment; *Teaching Skills

This brief examines the impact of teaching on student achievement, necessary steps for ensuring teacher quality, and policies needed to support that effort. Research has identified the strong connection between student achievement and teacher preparation and skills. Efforts to generate consistently high teaching levels across all classrooms must begin with an articulated, widely accepted teacher preparation and support system that covers the entire spectrum of a teaching career. Research indicates that it is less harmful to students, and more cost effective, to recruit teacher candidates who meet ability and disposition requirements than to counsel out ineffective preservice or practicing teachers. Effective teacher preparation programs must include coherent, aligned coursework that is tied to practice and extensive, rigorous clinical classroom experiences. A state's credentialing process must be aligned with accepted teaching standards and designed to encourage ongoing professional development. Beginning teachers need on-the-job support. Practicing teachers must continuously update their skills and knowledge. Key policies that can contribute to improved classroom teaching include: align teaching standards to student content standards; train veteran teachers to mentor new teachers; ensure time for effective professional development; and rethink teacher compensation. Sidebars highlight how some colleges have promoted teacher development and quality. (SM)

ED 453 196 SP 039 997

Schurr, Sandra
How To Improve Discussion and Questioning Practices: Tools and Techniques. Staff Development Kit #2.
PUB DATE- 00
NOTE- 81p.; For related document, see SP 039 998.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Critical Thinking; *Discussion (Teaching Technique); *Faculty Development; Inservice Teacher Education; Middle School Teachers; Middle Schools; *Questioning Techniques;

for teachers. Team meetings are one way to achieve professional development. However, art, music, foreign language, and physical education teachers are often not a part of this loop. Release time during the day is one solution to lack of time for professional development. This can happen through early dismissal or late starts or by hiring substitutes. Five ways for teachers to avoid burnout include: avoiding troublemakers, surrounding oneself with friends, balancing one's life, picking one's battles, and keeping the faith. Dialogue or discourse among peers may be one of the best ways teachers can keep their teaching fresh. (Contains 10 references.) (SM)

ED 453 216   TM 032 567

Villalon, Malva; San Francisco, Andrea Rolla
Assessment and Evaluation of Phonological Awareness, Concepts of Print, and Early Reading and Writing in Young Chilean Children: A Comparison with International Results.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disadvantaged Youth; *Elementary School Students; *Emergent Literacy; Foreign Countries; Grade 1; Kindergarten; *Kindergarten Children; Primary Education; *Spanish Speaking
IDENTIFIERS- *Chile; *Phonological Awareness

The development of early literacy was studied in Spanish-speaking children aged 5 to 7 years from disadvantaged backgrounds in Santiago, Chile. The findings are compared to applications of similar tests in other contexts to suggest some universal and specific conclusions about the assessment and evaluation of early literacy. The study used the type of linguistic unit that these Chilean children at this stage of development (kindergarten and first grade) would be able to manipulate. Individual assessments were done of 115 students using the Test of Early Literacy, or the Prueba de Alfabetizacion Inicial, developed to evaluate phonological awareness, concepts about print, reading, and writing in their early stages of development. The data show promising results for the instrument. The results support the idea that the development of early literacy has begun in these kindergarten children even though they have not yet started the process of formal teaching about literacy, where formal literacy instruction is not considered appropriate before first grade. The development of these capacities appears greater in the first grade children, but it is possible to affirm that there is developmental continuity between the two grade levels that reflects the literate context in which these children are raised, rather than differences in teaching methods between the two grade levels in Chile. (Contains 7 tables and 12 references.) (SLD)

ED 453 217   TM 032 568

Schoen, Harold L.; Cebulla, Kristin J.; Winsor, Matthew S.
Preparation of Students in a Standards-Oriented Mathematics Curriculum for College Entrance Tests, Placement Tests, and Beginning Mathematics Courses.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the American

Maier, Kimberly S.
A Rasch Hierarchical Measurement Model.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conferencr Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Response Theory; Mathematical Models; *Measurement Techniques
IDENTIFIERS- Hierarchical Models; *Rasch Model

This paper describes a model that integrates an item response theory (IRT) Rasch model and a hierarchical linear model and presents a method of estimating model parameter values that does not rely on large-sample theory and normal approximations. The model resulting from the integration of a hierarchical linear model and the Rasch model allows one to estimate all model parameters simultaneously and thus incorporate the standard errors of the latent trait estimates into the total variance of the model. The Rasch hierarchical measurement model (HMM) can allow one, for example, to model the variances of person-level and school-level error while estimating latent trait parameters of student ability estimates or student attitudes from student responses to a questionnaire of dichotomous items. Two different simulated data sets, both having a hierarchical structure, were created to illustrate the Rasch HMM. To illustrate how the Rasch HMM performs relative to a traditional two-step approach, the simulated balanced data set was reanalyzed. Results show that the Rasch HMM is very specialized because it is only appropriate for dichotomous responses and does not allow the incorporation of any level-1 or level-2 covariates. The usefulness of hierarchical measurement models hinges on the degree to which these models can be generalized. (Contains 4 figures, 6 tables, and 29 references.) (SLD)

ED 453 236   TM 032 587

Allen, Sally; Sudweeks, Richard R.
Identifying and Managing Local Item Dependence in Context-Dependent Item Sets.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Error of Measurement; Higher Education; Physics; Reliability; *Scoring; *Test Items
IDENTIFIERS- *Item Dependence

A study was conducted to identify local item dependence (LID) in the context-dependent item sets used in an examination prepared for use in an introductory university physics class and to assess the effects of LID on estimates of the reliability and standard error of measurement. Test scores were obtained for 487 students in the physics class. The test consisted of 24 context-dependent sets containing 3, 4, or 5 multiple choice items linked to a unique information display to yield 100 multiple choice items. The method used to identify LID was

Kindergarten Developmental Profile.
PUB DATE- 01
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Diagnostic Tests; Kindergarten; *Kindergarten Children; Primary Education; Profiles; School Districts; Screening Tests; State Programs; *Test Construction; Testing Programs
IDENTIFIERS- *Alaska; *Anchorage School District AK

This paper discusses the development of the Anchorage Kindergarten Developmental Profile in the context of the Alaska Kindergarten Developmental Profile and presents some evaluation results from studies of the Anchorage measure. Alaska mandated the completion of an Alaska Developmental Profile (ADP) on each kindergarten student and each student new to first grade or new to school by November 2000, although the ADP does not require that any specific measurement of student performance take place. The Anchorage School District Developmental Profile was developed to fit the requirements of the ADP while giving the school district more consistent and useful information. A developmental committee developed, field-tested, and refined assessment activities and a Web-based data entry system for teachers to use in tracking their students. The Anchorage profile evaluates students in the areas of physical well-being and motor development, language and literacy development, personal-social development, thinking and cognitive development, and background. In focus groups, 56 teachers generally supported the profile system and found it useful. Questionnaires completed by 909 parents showed that parents generally felt that the assessment process was valuable. Ninety-two percent thought that meeting with the teacher in advance of the school year was valuable in itself. Some parents objected to the fact that the assessment process meant that the start of school was delayed for kindergarten students; these were usually parents with older students at the same school. Overall, teachers and parents support the developed assessment process and think that it helps show student needs early. Appended are state of Alaska Kindergarten Profile Report Form, Anchorage Kindergarten Profile Direction, including Alaska Developmental Profile Recording Form. (SLD)

ED 453 257 TM 032 794

Stofflet, Fred; Fenton, Ray; Straugh, Tom
Construct and Predictive Validity of the Alaska State High School Graduation Qualifying Examination: First Administration. Executive Summary.
PUB DATE- 01
NOTE- 90p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; *Graduation Requirements; *High School Students; High Schools; *Mathematics Tests; *Predictive Validity; State Programs; *Test Construction; Test Use; Testing

parameter model as opposed to the Rasch model had little impact on item placements in the booklets. An exploration of text difficulty suggested that the judges did not base their bookmark placements solely on text difficulty. The greatest consistency was found among the placements for items associated with the same text difficulty level. (Author/SLD)

ED 453 276 TM 032 813

Hohn, Alisabeth M.
Effects of Survey Format on Perceived Competence in Writing: A Developmental Study.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Child Development; Competence; *Elementary School Students; Elementary Secondary Education; *High School Students; Performance Based Assessment; *Self Evaluation (Individuals); *Surveys; *Writing (Composition)

Whether students of various ages reported different self-perceptions of their writing because of survey design effects was studied. As part of a writing performance assessment, 1,972 students in an urban/suburban school district in grades 3 (n=736), 6 (n=636), and 9 (n=600) completed a brief self-perception survey that contained 5 items measuring students' perceived competence in writing. Students were randomly assigned to answer questions or to respond to statements regarding their beliefs about themselves as writers. Both versions of the survey contains response options that were ordered from positive to negative for all items, and items were presented in the same order on both versions. A univariate analysis that controlled for gender showed a two-way interaction between grade level and survey format. Students rated themselves higher on the question than statement format at all grade levels, but the difference between groups increased with the age of the student. Older students generated more accurate estimates of their competence than did younger students, but overall the correlations between perceived competence and overall score on the writing assessment were low. These results indicate that, by acknowledging the potential effects of survey design decision on data interpretation, researchers will improve the validity of their inferences in developmental studies as well as improving the comparability of data across researchers. (Contains 1 figure, 2 tables, and 12 references.) (SLD)

ED 453 277 TM 032 814

Anzai, Shinobu; Paik, Chie Matsuzawa
A Validity Investigation of a Japanese Version of a Classroom Communication Apprehension Scale.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the International Association of Asian Studies (Houston, TX, February 21-26, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Statistical Analysis System code for creating derived variables, crosswalks of items asked in the NHES:99 Parent Interview and previous NHES administrations, the code book for the file, and directions and code for linking data files. This volume is meant to be used in conjunction with Volume I, which contains more information about the purpose of the study and the sample design. (SLD)

ED 453 297   TM 032 870

Nolin, Mary Jo; Montaquila, Jill; Lennon, Jean; Kleiner, Brian; Kim, Kwang; Chapman, Christopher; Chandler, Kathryn; Creighton, Sean; Bielick, Stacey

National Household Education Survey of 1999: Data File User's Manual, Volume III. Youth Interview Data File.

PUB DATE- 00

NOTE- 218p.; For Volumes I and II, see TM 032 868 and 869.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Aspiration; *Children; *Citizen Participation; Data Analysis; *Data Collection; Elementary Secondary Education; Higher Education; *Parent Participation; Parents; Research Methodology; Response Rates (Questionnaires); Sample Size; Sampling; Telephone Surveys

IDENTIFIERS- Data Files; *National Household Education Survey; Random Digit Dialing; User Guides

The National Household Education Survey (NHES) is a telephone interview survey that has been conducted in the spring of 1991, 1993, 1995, 1996, and 1999. The 1999 NHES was a compilation of survey items from previous years that included three interviews, resulting in three data files. One of these components was the Youth Interview, in which children in grades 6 through 12, whose parents had completed the Parent Interview, were asked about school and family environments, civic involvement and community service, and plans for postsecondary education. This manual provides documentation and guidance for users of the public release data file for the Youth Interview of the NHES:99. It contains a description of the data file and discussion of data considerations and anomalies. Included, as six appendixes, are the public file code, the Statistical Analysis System code for creating derived variable, crosswalks of the items asked in the 1999 Youth Interview and the civic involvement interview, the code book for the data file, and directions and code for linking files. The youth service activity coding manual is also included. Volume III is meant to be read in conjunction with Volume I, which provides more information about the purpose of the study, the sample design, the other survey components, and data collection and processing. (SLD)

ED 453 298   TM 032 872

Hussar, William J.

Projections of Education Statistics to 2010. Pocket Projections.

PUB DATE- 01

NOTE- 13p.; For the projections to 2009, see ED 435 672.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141) into the standard middle school curriculum are included. The nine appendixes present gathering and closing activities; guidelines for role playing; instructional strategies; written tests; samples of conflict resolution projects; related resources; additional lessons for specific classroom issues; and a developmental overview of adolescents and conflict. (SM)

ED 453 317   UD 034 187

Lieber, Carol Miller
Conflict Resolution in the High School: 36 Lessons.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.; W. Alton Jones Foundation, Charlottesville, VA.
PUB DATE- 98
NOTE- 327p.; Also supported by the Lippincott Foundation of the Peace Development Fund and the CarEth Foundation. Produced with Linda Lantieri and Tom Roderick.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anger; *Conflict Resolution; Cultural Awareness; Diversity (Student); Feedback; *High School Students; High Schools; *Interpersonal Competence; Peer Mediation; *Peer Relationship; Problem Solving; Social Bias; Stereotypes; Student Behavior; Violence
IDENTIFIERS- Active Listening; Peace Education

This guide presents lessons that teach high school students the essential skills they will need to manage and resolve interpersonal conflict in creative, positive ways. Along the way, students will also explore diversity, power, and prejudice as they continue to develop greater emotional and social skillfulness. The curriculum encourages students to connect the concepts and skills taught in the lessons to their own personal experiences with conflict and peacemaking. Students learn to analyze conflict, deal with feelings more effectively, defuse anger, and negotiate and mediate interpersonal and group conflicts. They also learn how to build more positive intergroup relations and explore how they could use their new skills and understandings to make a positive difference in their communities. The guide features: 36 core skill lessons; an exploration of eight different implementation models; in-depth information on how to infuse conflict resolution into the standard high school curriculum; ideas for assessing student learning; and nine additional, multi-period activities for taking the skills and concepts further. The seven appendixes offer: gathering and closing activities; grouping strategies; guidelines for role playing; a sample infusion lesson; a course assessment questionnaire; and related resources. (SM)

ED 453 318   UD 034 188

Pirtle, Sarah
Linking Up! Using Music, Movement, and Language Arts To Promote Caring, Cooperation, and Communication. Pre-K through Grade 3. Bilingual/Spanish.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 98
NOTE- 317p.; Also supported by the Lippincott Foundation of the Peace Development Fund. Audio compact disk and cassettes are not available from ERIC.
LANGUAGE- English; Spanish

i.e., that a group of foreign exchange students wants to come to the United States for the summer and needs to choose one of two cities to visit. The second prototype, tested with a fourth/fifth-grade class, is a palm-top collaboration assessment. Approach, pilot testing, results, and next steps are described for each prototype. Excerpts from the Internet Research Task Scoring Rubric, a list of dimensions of collaboration, and a description of scoring classroom interactions with the collaboration rubric are attached. Author biographies are included. (Contains 15 references.) (MES)

ED 452 832 IR 020 672

Rockman, Saul
A Lesson from Richard Nixon: Observations about Technology Policy and Practice in Education.
PUB DATE- 00
NOTE- 14p.; In: The Secretary's Conference on Educational Technology, 2000: Measuring Impacts and Shaping the Future. Proceedings (Alexandria, VA, September 11-12, 2000); see IR 020 668.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Computer Uses in Education; Decision Making; Educational Policy; *Educational Technology; Elementary Secondary Education; Instructional Development; Instructional Effectiveness; Policy Formation; *Technology Integration
IDENTIFIERS- Access to Technology; Assumptions (Testing); *Technology Utilization

This paper addresses the lack of total honesty in communicating about technology in schools. A recent series of meetings in which state delegations focused on technology and discussed ways to collect and use information for decision making is described, in order to set the context for the paper. The discussion then focuses on the following assumptions about the use of technology for teaching and learning: (1) access equals use; (2) technology is actually used in schools in substantive ways; (3) teachers want to (or should) use computers to teach, but they have not learned how; (4) computers are used in ways that can improve students' scores on standardized tests; and (5) learning from (and about) technology occurs only in school. The conclusion stresses the importance of honest communication about technology in schools. An author biography is included. (MES)

ED 452 833 IR 020 673

Russell, Michael
It's Time To Upgrade: Tests and Administration Procedures for the New Millennium.
PUB DATE- 00
NOTE- 11p.; In: The Secretary's Conference on Educational Technology, 2000: Measuring Impacts and Shaping the Future. Proceedings (Alexandria, VA, September 11-12, 2000); see IR 020 668.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Futures (of Society); *Information Services; Information Technology; Interaction; *Internet; Man Machine Systems; *Technological Advancement; Telecommunications; User Needs (Information); *Users (Information)

This paper presents user perspectives on the future of the Internet. The first section discusses understanding users, including the difference between technology service offerings and potential uses, the need for investigation into the relationship between new communications technology and social behavior, and the shift from supply-led development to a demand-led consumer user and citizen participation focus. The second section addresses the Internet user context, including the contrast between the evolution of the Internet and interactivity for commercial television, the extraordinary growth of the Internet, and the emergence of a commercial marketplace for Internet trading. The third section covers smart Internet technology in the future, including programs of the Cooperative Research Centre for Smart Internet Technology and the evolution of new user possibilities, e.g., users will no longer be dependent on the keyboard and mouse; the new system will be able to respond to user preferences for particular information and services via the Internet; there will be constructed individualized information services as useful personalized agents offered over the Internet; it will be possible to use the Internet to provide users with automated information briefings; people will be able to access the Internet from multiple devices with varying capability; and users will be able to take their information with them access the Internet anywhere and any time. (MES)

ED 452 853 IR 058 112

Barry, Tony
The User Interface: Glitz versus Content.
PUB DATE- 00
NOTE- 12p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Computer Graphics; *Computer Interfaces; *Design Preferences; Disabilities; *Electronic Libraries; Foreign Countries; Higher Education; Library Surveys; Problems; User Needs (Information); World Wide Web
IDENTIFIERS- Australia; Home Pages; HTML; Metadata; *Web Site Design; *Web Sites

This survey examined the home pages of 36 Australian university library World Wide Web sites. Reports were run on these pages, using a service that checks the HTML for validity and reports errors, a service that checks usability by the visually disabled, and a program that checks the HTML, corrects and reports errors, and improves efficiency style specifications. The following data were extracted: the size in bytes of each report and the source; the number of errors encountered; the download time for the page; and the total size of the page and

Self Service: What Is the Function of the New Intermediary?
PUB DATE- 00
NOTE- 11p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Higher Education; Information Management; Information Technology; Information Utilization; Librarians; *Library Role; *Library Services; User Needs (Information)
IDENTIFIERS- *Intermediaries; *Technological Change

This paper discusses the role of the intermediary in the information profession. Changes due to the advent of digital media are addressed, and ways that a positive role for the intermediary can be promoted are suggested. Several activities are listed to illustrate the expanding role of the intermediary, and actions in order to secure a future for intermediaries are proposed. Three examples of information intermediation are described--the information architect, the knowledge manager, and the facilitator. The application of information management and intermediation skills in the academic environment is then addressed. The following ways that academic library staff support information provision and use are listed: collection/resource management and development; resource discovery; metadata management; training staff, students, and other learners to find, use, and manage information; rights negotiation; and learning support. Other areas that may see increasing prominence are also identified, including project management, user behavior identification, and digital reference service. (Contains 20 references.) (MES)

ED 452 875 IR 058 134

Missingham, Roxanne
Virtual Services for Virtual Readers: Reference Reborn in the E-Library.
PUB DATE- 00
NOTE- 12p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Electronic Libraries; Focus Groups; Foreign Countries; Information Technology; Internet; Library Cooperation; *Library Role; *Library Services; Models; National Libraries; *Reference Services; *User Needs (Information)
IDENTIFIERS- Australia; National Library of Australia

This paper discusses reference services in the digital library. The introduction provides definitions of a digital library, and the first section summarizes the purposes of a digital library system, as well as key roles for information professionals. The second section provides examples of mediated and unmediated digital reference. The third section addresses user expectations for reference in the digital environment. The fourth section presents results of focus groups conducted at the National Library of Australia to assess the needs of users

and responsibility; and cutting-edge technology. For assessment purposes, FRCC identified 67 academic instructional program areas that offer certificates, degrees, transfer courses, development courses, student services, community and professional development courses, and college-wide general education. These program areas and the goals associated with each are delineated as follows: (1) career/technical education: meeting the occupational goals of youth and adults in technical and vocational careers; (2) transfer education: providing students with the academic background for successful performance at a four-year college or university; (3) basic skills education: enabling students to acquire or improve basic skills necessary to succeed in the college-level courses required for certificate or degree programs; (4) student services: facilitating student progress and success; (5) continuing education and customized training: supporting lifelong learning needs of area residents and workforce development needs of area employers; and (6) general education: providing academic and personal competencies expected of all community college graduates. The assessment techniques and methods to be used to measure the extent to which these program goals are being met are described. (JA)

ED 452 895   JC 010 339

Winter, Paul A.; Harris, Michael R.; Ziegler, Craig H.
Community College Reverse Transfer Students: A Discriminant Analysis of Completers and Noncompleters.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association in Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Transfer Students; *Community Colleges; Comparative Analysis; *Reverse Transfer Students; *Student Attitudes; *Student Educational Objectives; *Student Recruitment; Student Surveys; Two Year Colleges

This paper describes a study conducted on a group of reverse transfer students (students that enroll at two-year colleges after attending a four-year baccalaureate institution) to increase knowledge about this growing population and address the shortcomings of previous research. Almost 1,400 reverse transfer students were sent surveys. According to N.K. Renkiewicz, there are two types of reverse transfer students: the completers (degree-earners before transfer) and the non-completers (non-degree earners). The study's response rate was 63.5% (885 students), 149 completers and 736 non-completers. Findings include: (1) non-completers gave significantly more importance to completing an associate's degree, improving basic skills, completing courses for academic transfer, and improving grade point average; (2) completers gave more importance to acquiring skills for a career change, obtaining training related to a current job, and attending a college close to the work place; (3) completer students, whose mean age was 37, were significantly older than non-completers, whose mean age was 29; and (4) students from both groups had high grade point averages and appeared to be making progress toward program completion. In addition, the researchers confirmed through factor analysis and two-group stepwise discriminant analysis that the instrument is valid for use in reverse transfer research. The author discusses recruitment and student services implications were ethnic minorities in 1999-2000; (3) total enrollment in public schools grades K-12 is growing, with a 11% increase from the 1995-96 school year to 1999-2000; (4) economic trends show that the civilian labor force of the greater Sacramento area has grown 14% over the last decade; and (5) K-12 performance trends show that high school drop-out rates have decreased. (CJW)

ED 452 916 JC 010 364

Conklin, Karen A.
Employment, Salary & Placement Information for Johnson County Community College Career Programs.
PUB DATE- 00
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Community Colleges; Compensation (Remuneration); Degrees (Academic); Employment; *Futures (of Society); Job Skills; *Labor Force Development; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

More than forty-six career programs are offered at Johnson County Community College (JCCC) in Kansas, in such areas as Cosmetology, Dental Assistance, and Travel and Tourism. These programs specialize in the types of industries that are currently growing at high rates, such as computer-related occupations and special education teachers. This document discusses each program with regard to employment information, salary information, and JCCC placement information. Highlights include: (1) 15 of the 20 fastest growing occupations are associated with health services or computer technology, for example, computer engineers, computer support specialists, physician assistants, and home health aides; (2) occupations requiring an Associate's Degree are estimated to increase by 31%, a more rapid growth rate than in any other group determined by educational level; (3) it is predicted that white non-Hispanics will continue to have the most growth in the labor force, with the women's share of the labor force increasing from 46.3% to 47.5%; (4) workers 45 and older are estimated to compose from 33% to 40% of the labor force; (5) occupations requiring a bachelor's degree are expected to grow by 22%, making education essential to a well paying job; and (6) most JCCC career programs' articulation agreements enable students to transfer smoothly to four-year institutions. (CJW)

ED 452 917 JC 010 365

Norman, Carolyn F.
California Colleges and Universities Learning Assistance/Tutorial Statistical Data Report, Fiscal Year 1997-98.
PUB DATE- 01
NOTE- 842p.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; Community Colleges; Higher Education; Learning; *Study Skills; Teaching Methods; *Tutorial Programs; *Tutoring
IDENTIFIERS- *California

The tables in this publication summarize learning

This document presents policy guidelines for restricted grant expenditures and reporting for fiscal year 2001 within the Illinois Community College system. It describes the purpose, allowable expenditures, expenditure limitations, and grant administrative standards for various types of restricted grant expenditures, including: (1) Special Populations Grants, which are intended to provide special or extra services in assisting special populations students attain their educational goals; (2) Workforce Development Grants (business and industry services component), which recognize the importance of the community college system in assisting local businesses, associations, labor, government and others to develop and enhance a qualified, well-trained labor force; (3) Workforce Development Grants (welfare-to-work component), which are used to fund the infrastructure for working with welfare recipients and the working poor at each community college in the state; (5) Advanced Technology Grants (instructional equipment component), which are intended to allow colleges to continue to upgrade and purchase new computer software and hardware for training and instructional use; (6) Advanced Technology Grants (technology support component), which recognize the community college system's need for technological advancements in all areas of operations; and (7) Deferred Maintenance Grants, which are allocated to each district based on total nonresidential gross square feet of facilities completed or under construction. (JA)

ED 452 938 JC 010 387

Handbook for Provision of Services for Students with Disabilities in the Florida Community College System.
PUB DATE- 98
NOTE- 83p.; Sections 1, 8, and 9 are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Accommodations (Disabilities); Attitudes toward Disabilities; *Classroom Techniques; College Role; *Community Colleges; *Compliance (Legal); *Disabilities; *Learning Disabilities; Teacher Role; Teaching Methods; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Americans with Disabilities Act 1990; *Florida Community College System

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, state that no individual with a disability shall be excluded from participation or denied benefits from services or programs of a public entity on the basis of having a disability. The twenty-eight Florida community colleges hold a commitment to this law and make it their mission to maintain a high quality of education for students of all backgrounds. This handbook was created to help coordinators be more creative, informed, committed, and enabled to serve such students. Areas discussed are: (1) disability categories and suggested diagnosticians; (2) handling requests for accommodations and resolving student complaints; (3) substitution policies; (4) record keeping and annual reporting; (5) adaptive technology; (6) interagency agreements and resources for additional support; (7) key community college and university contacts; (8) support services by college and disability category; and (9) relevant laws, rules, and regulations. (CJW)

Grade 4 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 957   PS 029 440

Curriculum Handbook for Parents, 2000-2001: Grade 5.
PUB_DATE- 00
NOTE- 36p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 public school series, see ED 421 282-292. For the 2000-2001 public school series, see PS 029 435-445.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB_TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 5; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 5 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 5 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 958   PS 029 441

Curriculum Handbook for Parents, 2000-2001: Grade 6.
PUB_DATE- 00
NOTE- 37p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 public school series, see ED 421 282-292. For the 2000-2001 public school series, see PS 029 435-445.
LANGUAGE- English

"Meanwhile...Back in the Classroom," examining ways to prepare students for the student-led conference; (4) "Self-Reflections," distinguishing self-evaluation and self-reflection, and focusing on building ways to enable students to understand their own learning process; (5) "Putting the Pieces Together," including information on scheduling conferences, collecting work samples, contacting parents, and teaching the process; (6) "Setting Goals for the Future," discussing goal setting and feedback; (7) "The Conference," presenting transcripts of a sample conference; (8) "Where Do We Go Next?" concerning evaluation of the student-led conference and making adjustments in the process; (9) "Going It Alone," suggestions for teachers ready to try student-led conferences but who do not yet have the support or resources to try a school-wide initiative; and (10) "Commonly Asked Questions about Student-Led Conferences." Appended are additional forms and handouts. (Contains 26 references.) (KB)

ED 452 976   PS 029 459

George, Paul S.; Lounsbury, John H.
Making Big Schools Feel Small: Multiage Grouping, Looping, and Schools-within-a-School.
PUB DATE- 00
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; Early Adolescents; Educational Research; Grouping (Instructional Purposes); *House Plan; *Looping (Teachers); Middle School Students; Middle School Teachers; *Middle Schools; *Mixed Age Grouping; *School Organization; School Size; *Teacher Student Relationship

Increasing numbers of middle school educators believe that the education of young adolescents can be enhanced when teachers and students are members of classrooms and small team groups characterized by long-lasting relationships. This book describes how to offer students the benefits of smallness within increasingly larger schools by ensuring long-term teacher-student relationships. Three major ways of achieving such relationships are detailed: (1) multiage grouping; (2) looping; and (3) schools-within-a-school. Research on middle school organizational patterns is summarized. Also presented are the findings of a national survey on long-term teacher-student relationships that gathered the opinions of 105 educators, 586 parents, and 1,100 students from 33 schools. Guidelines for practitioners interested in implementing long-term teacher-student relationships to make big schools seem small conclude the book. (Contains 53 references.) (KB)

ED 452 977   PS 029 460

Erb, Thomas O., Ed.
This We Believe...and Now We Must Act.
PUB DATE- 01
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Health; Classroom Techniques; Curriculum; *Developmentally Appropriate Practices; *Educational Environment; Educational Practices; Middle School Students;

programs in the 50 states and the District of Columbia to raise child care worker compensation. The paper classifies state-level initiatives into two categories: indirect strategies emphasize training, mentoring, professional development, and better reimbursement rates for child care providers; direct strategies provide benefits or wage subsidies to child care workers. The paper highlights five key findings: (1) by the end of 2000, 37 states and the District of Columbia had initiated programs to address compensation in the child care industry; (2) states in the northeast are the most active in pursuing worker compensation strategies; (3) indirect strategies are significantly more popular than direct initiatives to improve child care worker compensation; (4) the most prevalent initiatives are professional development programs; and (5) executive leadership appears to be a key factor in the development of child care worker compensation programs. The paper concludes by noting that fundamental questions remain regarding the effectiveness of the initiatives in raising child care worker compensation. The paper's two appendices describe information sources and present sources for predictors of child care worker compensation proposals. (Contains 44 references.) (KB)

ED 452 994   PS 029 502

Sornson, Bob, Ed.
Preventing Early Learning Failure.
PUB DATE- 01
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Failure; Childhood Needs; *Early Intervention; Educational Practices; Elementary Education; *High Risk Students; Learning Disabilities; *Learning Problems; *Low Achievement; Numeracy; Parents as Teachers; Preschool Education; *Prevention; Program Descriptions; Reading Instruction; Vision; Young Children

Noting that thousands of young children with the capacity to experience school success do not because they are unprepared for school learning activities, have experienced physical or emotional setbacks that cause them to be at risk for early learning failure, have never experienced limits on their behavior, or have mild sensory or motor deficits, this book examines issues related to early learning failure. The book discusses contributions to early learning failure, describes practices that can help children find success in school, and examines programs of prevention and intervention. Stories describing the implementation of various prevention practices are included. The chapters are: (1) "Manufacturing Early Learning Failure" (Bob Sornson); (2) "Teaching Children To Read: What Really Matters" (Richard L. Allington); (3) "Building Early Numeracy Skills" (Joyce McLeod); (4) "Who Is Really Learning Disabled?" (Gary L. Hessler); (5) "Enhancing the Listening Environment for Early Learning Success" (Carol Flexer); (6) "Instructional Support Teams: It's A Group Thing" (James A. Tucker); (7) "The Instructional Support Team Concept in Action" (Kenneth F. Pawlowski); (8) "Vision and Learning" (Nancy Sornson); (9) "Putting the Learning Needs of Children First" (Edward E. Gickling and Verlinda P. Thompson); (10) "Success for All: Failure Prevention and Early Intervention" (Robert E. Slavin); (11) "Parents as Teachers: Improving the have enhanced the office's educational reform efforts. All schools have developed Consolidated School Reform Plans, which include student achievement and behavioral goals, parental involvement goals, and staff development to improve teaching and learning. Technology advances through the Access Native America Project are bringing increasing numbers of BIA schools onto the Internet. Family literacy services are provided to 15,500 families with children aged 0-5 in 22 schools and communities. Various OIEP subdivisions, services, and programs are described, including K-12, preschool, adult, and higher education programs; professional development programs; and cooperative efforts with other agencies. (TD)

ED 453 014   RC 022 895

Reeves, Cynthia
Lessons from Kentucky. All Children Can Learn Conference (Louisville, Kentucky, December 7-9, 2000) .
PUB DATE- 01
NOTE- 5p.; Also available in the newsletter of the Council of Chief State School Officers: Gaining Ground, Jan 2001.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Accountability; *Educational Assessment; *Educational Change; Educational Legislation; *Educational Policy; Elementary Secondary Education; *Politics of Education; Professional Development; Program Evaluation; State Legislation
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990; *Policy Implementation

In response to a state supreme court decision that the state's system of schooling was unconstitutional, the Kentucky legislature passed the Kentucky Education Reform Act of 1990. In December, 2000, a Louisville conference brought together educators, policymakers, and researchers to discuss research findings and lessons learned during 10 years of reform. Research findings included: student achievement has improved, socioeconomic status is not a major factor in school improvement, assessment and accountability can be powerful motivators to improve performance, and targeted intervention can be highly effective in improving test scores. Political lessons learned were that the integrity of the legislation could be maintained by building and sustaining a coalition to support the work of reform, and by staying the course. Policy lessons included: reform and funding must go hand in hand; good assessment is important, with continuous assessment needed to measure individual student progress and accountability tests needed to measure school success; testing and high standards must be accompanied by programs that ensure all students have support for achieving at high levels and that assist teachers in developing strategies to help diverse learners reach high levels of achievement; and good communication is essential between reform designers and implementers to give implementers a clear understanding of reform goals and purposes. (TD)

ED 453 015   RC 022 914

Drabenstott, Mark; Sheaff, Katharine
Looking to the States for New Rural Policies. The Main Street Economist: Commentary on the Rural Economy.
PUB DATE- 01
NOTE- 5p.
LANGUAGE- English

areas, Indiana University Southeast designed the Electronic Enhancement of Supervision Project (EESP) to integrate technology with supervision training of special education teachers. The goal of EESP is to strengthen the supply and quality of special education teachers through better training of special education cooperating teachers, the critical partners in teacher preparation. Master special educators cooperate with the university to revamp training and support for classroom supervising teachers. Phase 1 prepared three master teachers to supervise/mentor special education cooperating teachers. Phase 1 included training in technologies such as Webcams and discussion listservs. Phase 2 developed a Web site for the program, piloted the technology in schools, and identified six cooperating classroom teachers for Phase 3. Phase 3 will be completed during Spring 2001 as the six cooperating teachers are mentored via listservs by the supervisor-mentors. Phase 4 will develop final conclusions and recommendations. Beneficial aspects of the project focus on the importance of using the expertise of master special education teachers to adapt traditional supervision models to situations specific to special education. Challenges arose surrounding the mismatch of equipment between the university and individual schools and dealing with the technology bureaucracies imbedded in both systems. (Contains 17 references.) (TD)

ED 453 033 RC 022 980

Churchill, Lisa R.; Jensen, Mary C.; Cepello, Michelle
Finding and Keeping the Best: A Rural Regional Partnership.
PUB DATE- 01
NOTE- 6p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; College School Cooperation; *Distance Education; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Networks; *Partnerships in Education; Program Descriptions; Rural Education; *Rural Schools; School Districts; Special Education; *Special Education Teachers; *Teacher Shortage
IDENTIFIERS- California (Northeast); California State University Chico; *Teacher Networks

California State University, Chico, and 47 rural school districts in northeastern California collaborate on an on-the-job teacher preparation program designed to alleviate the shortage of qualified special education teachers and reduce teacher isolation. The university provides televised or Web-based courses, regional supervision, and separate course sections for interns. Public schools guarantee 10 paid release days annually to attend classes. Tuition stipends, mentors, and evaluation are supported through state and federal grants. This program's unique features include inter-institutional processes, cohort formation, accessible and relevant information, electronic network connection, and intern teacher support. Evaluation findings indicate a significant increase in graduates' ability to teach and work with pupils, parents, and other teachers. Graduate retention rates exceed state and national levels for rural special educators. A major challenge identified was challenging working conditions--special education teachers, particularly in rural settings, deal with pupils who have

IDENTIFIERS- Learning Environment

Effective argumentation is the distinguishing feature of a classroom that employs discovery teaching and student inquiry methodologies. In the long term, the objective of the program is to understand how to design learning environments and curriculum, instruction, and assessment models that promote student self-reflection. The study evaluates the effectiveness of the Science Education through Portfolio Instruction and Assessment (SEPIA) curriculum-instruction-assessment learning environment design features in developing learners' abilities to reason about and evaluate scientific claims. (Contains 38 references.) (YDS)

ED 453 051 SE 063 913

Gabel, Connie
Using Case Studies To Teach Science.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999). Document contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Cooperative Learning; Critical Thinking; Elementary Education; *Inquiry; Problem Solving; *Science Instruction
IDENTIFIERS- Conceptual Frameworks

Using case studies in science instruction develops problem solving and enhances listening and cooperative learning skills. Unlike other disciplines such as law and medicine, the case study method is rarely used in science education to enrich the curriculum. This study investigates the use of content-based case studies as a means of developing critical thinking skills and stimulating student interest. (Contains 25 references.) (YDS)

ED 453 052 SE 064 013

Zorowski, Carl F.; Brown, Thomas H., Jr.
Lessons Learned from Operating an NSF Education Coalition.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Cooperation; Educational Research; *Engineering Education; Higher Education; Interschool Communication; *Partnerships in Education; *Program Administration; Program Design; *Program Implementation

This paper summarizes lessons learned from the creation and operation of a National Science Foundation-sponsored Engineering Education Coalition, the Southeastern University and College Coalition for Engineering Education (SUCCEED). Specific operational issues addressed include planning, organization, leadership, operations, support, participant involvement and evaluation. The development process effort takes patience and requires iteration. The lessons presented in this report should be of value to others who choose the path of a cooperative network to achieve educational research, development, and reform. (WRM)

Base for Teaching; *Language; Mathematical Concepts; *Mathematics Instruction; Problem Solving; Social Influences; Teacher Education

The fourth volume of this proceedings contains full research articles. Papers include: (1) "Conceptual and procedural approaches to problem-solving" (Y. Mohammad-Yusof and D. Tall); (2) "Teaching differential equations to chemistry and biology students: An overview on methodology of qualitative research. A case study" (M. Moreno and C. Azcarate); (3) "Language and assessment issues in mathematics education" (C. Morgan); (4) "Learning math in two languages" (J. Moschkovich); (5) "Hermeneutic experiences in constructing lessons and classroom research" (J.A. Mousley); (6) "Young students' informal knowledge of fractions" (H. Murray, A. Olivier, and P. Human); (7) "Tensions in the novice mathematician's induction to mathematical abstraction" (E. Nardi); (8) "Students assessment of an alternative approach to geometry" (L. Nasser, N. Sant'Anna, and A.P. Sant'Anna); (9) "Solving word problems with different mediators: How do deaf children perform?" (T. Nunes and C. Moreno); (10) "Telling definition and conditions: An ethnomethodological study of sociomathematical activity in classroom interaction" (M. Ohtani); (11) "Making sense of children's patterning" (J. Orton and A. Orton); (12) "Children's intuitive understanding of area measurement" (L. Outhred and M. Mitchelmore); (13) "Responsiveness: A key aspect of spatial problem solving" (K. Owens); (14) "The first algebraic learning. The failure of success" (M. Panizza, P. Sadowsky, and C. Sessa); (T. Wood). (ASK)

ED 453 074 SE 064 734

Puig, Luis, Ed.; Gutierrez, Angel, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME 20) (20th, Valencia, Spain, July 8-12, 1996). Addenda.
PUB DATE- 96
NOTE- 35p.; For volumes 1-4, see SE 064 730-733.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; Knowledge Base for Teaching; *Mathematics Instruction; *Teacher Education

This booklet is an addendum to the conference proceedings of the 20th annual meeting of the International Group for the Psychology of Mathematics Education (PME 20). It contains three reactions to the research forum: (1) "Mathematizing: The 'Real' Need for Representational Fluency" (R. Lesh); (2) "Mathematics Teacher Development: An Alternative Scenario" (N.F. Ellerton); and (3) "Improving Knowledge, Professional Growth and Monitoring the Development of Mathematics Teachers: A Necessary Integrating of Theoretical Frameworks" (S. Llinares). (ASK)

ED 453 075 SE 064 749

Bishop, Alan; FitzSimons, Gail; Seah, Wee Tiong; Clarkson, Phillip
Values in Mathematics Education: Making Values Teaching Explicit in the Mathematics Classroom.
PUB DATE- 99
NOTE- 12p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English

ED 453 095   SO 032 568

Ryan, Chris; Kroll, Greg
The Wilderness & Land Ethic Curriculum. Kindergarten through 8th Grade. Second Edition.
PUB DATE- 99
NOTE- 390p.; Revised and updated with assistance from David Hensing. Primary contributors were Mary Beth Hennessy, David Cockrell, Linda Marr, and Karl Gunderson. For a related curriculum for grades 9-12, see SO 032 567.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; Conservation Education; Cultural Context; *Ecology; Elementary Education; Environmental Education; *Land Use; *Natural Resources; Outdoor Education; Social Studies; *Wilderness
IDENTIFIERS- Historical Background; Land Treatment

The Wilderness Curriculum is designed to provide classroom teachers, land managers, and outdoor educators with an interactive resource to promote awareness and appreciation of the cultural, environmental, and experiential values of wilderness. The curriculum is divided into three grade levels (Primary, K-2; Elementary, 3-5; and Middle, 6-8), each level is composed of an overview section and five strands, from which lessons and activities follow: Overview (the "who, what, where, and why" of wilderness); Aesthetics (the spiritual, cultural, and emotional values of wilderness); Perspectives (the historical context of wilderness); Ecology (the role of wilderness in preserving natural systems); Connections (connections between our culture and wilderness); and Skills (low impact use and living that promotes wilderness integrity). Dimensions of each major strand in the curriculum are explored through several lessons that are cross-referenced by grade level and strand. Lessons and activities include objectives, background information, materials needed, and procedures. Many activities contain reproducible student handouts. Contains a further reading list and a glossary. (BT)

ED 453 096   SO 032 582

Speaker, Richard B., Jr., Ed.; Kawada, Louise Myers, Ed.
Japan Studies Association Journal, 1998.
PUB DATE- 98
NOTE- 62p.; For other volumes, see ED 452 113 and SO 032 583. Published biennially.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Area Studies; Asian History; *Asian Studies; Comparative Education; Foreign Countries; Global Approach; Higher Education; *Interdisciplinary Approach; *Japanese Culture
IDENTIFIERS- *Japan; *Japanese Studies; Micronesia

This journal presents new perspectives and materials on Japan that are engaging, relatively jargon-free, and shaped so that their usefulness in a college classroom is readily apparent. The journal represents an example of the potential for genuine scholarship that lies within interdisciplinary studies. Articles are divided among three thematic sections: (1) "Business History and Practices in Japan" ("'Keiretsu,' Japan's Intercorporate Group Alliance: Will It Survive?" S. J. Chang); (2) "Anthropology and History of Japan" ("The Peopling of Early school. It notes that creativity in writing and drama, which can be challenging to stimulate in the classroom, flows more easily when it is the outcome of close observation and a feeling of involvement with the subject matter. Additionally, it points out that the experience of different surroundings presents opportunities for students to practice social skills which can legitimately be claimed for English: listening carefully, responding appropriately, and, at the end of the day, writing letters of thanks. The handbook is mainly about giving suggestions for structures and methods for work out of school, covering Key Stages 1 to 4. Many of the suggestions in the handbook for work in one of the elements of literacy, like reading, have a natural follow-up in another, like a written or spoken presentation. The handbook is divided into the following sections: "About This Book"; "Word Collecting"; "Speaking and Listening"; "Drama"; "Reading"; "Non Fiction Writing"; "Persuasive Techniques"; "Creative Writing"; "Interviewing"; and "Bibliography and Resources." (BT)

ED 453 117 SO 032 759

Boufoy-Bastick, Beatrice
Allocating Educational Funding To Maximize Academic Attainments.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Biennial Cross Campus Conference of the University of the West Indies (5th, St. Augustine, Trinidad, and Tobago, West Indies, April 7-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Cultural Context; *Educational Attainment; Educational Research; *Educational Resources; Ethnography; Foreign Countries; *Resource Allocation; *Secondary Education
IDENTIFIERS- *Educational Issues; *Fiji

This paper discusses the controversial issue of educational resource allocation for the purpose of improving educational standards in secondary schools. The current dilemma is whether educational resources should be directed to increasing school-based resources or directed to supporting teacher training. The paper controversially argues that both positions are non-optimal. It briefly presents the methodological framework of a 4-year ethnographic study conducted in Fiji in the South Pacific. Based on data from the study, it argues that educational outcomes are fundamentally influenced by social and cultural factors. In particular, the closer a community's educational values are to their sociocultural values, the higher that community's educational attainments will be. Hence, higher educational standards are more likely to be achieved by matching the learning culture with the social culture--the tighter the fit, the higher the resulting educational standards will be. Thus, the focus of the controversy should not lie in prioritizing educational resource allocation to either school-based resources or teacher training, but rather in determining the best use for those resources. The ensuing controversy, then, is whether to change the social culture to match the demands of formal education or to change the demands of formal education to match the social culture. Contains a table and 46 references. (BT)

ED 453 118 SO 032 760

Comparative and International Education Society (44th, San Antonio, TX, March 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Comparative Education; *Course Evaluation; *Developing Nations; Educational Research; Foreign Countries; Higher Education; Likert Scales; Questionnaires; *Student Attitudes; Student Surveys; Teacher Education
IDENTIFIERS- *South Africa; *University of Zululand (South Africa)

This paper deals with research on a comparative education course as assessed by students at the University of Zululand, South Africa. The paper outlines the teacher training program at that university, the place of comparative education within that program, and the curriculum of the comparative education course. At the end of the course 245 students were asked to rate the course as a whole and thereafter each of the following topics on a 5-point Likert scale: education policy; human rights and education; comparative education; the education system of South Africa; the education system of England; and the education system of Kenya. Students were also asked which countries' education systems and/or topics not included in the course they would like to be part of the course. Finally, they were asked to motivate their ratings and their desires of topics that they feel should be included in the course. This paper summarizes and discusses the response to the comparative education course. Contains several tables. A sample questionnaire is appended (Author/BT)

ED 453 136 SO 032 797

Culcer, Casandra
Heidelberg: The Dynamics of German Academic Traditions within the New Global Context.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Foreign Countries; Higher Education; *School Culture; *Study Abroad; *Travel; *Universities
IDENTIFIERS- *Academic Tradition; Bowling Green State University OH; German Culture; Institutional History; *Ruprecht Karls Universitaet (Germany)

This paper is the result of a U.S. student's one-month stay at Ruprecht-Karls Universitaet in Germany. The paper's author explains that as a doctoral student in higher education administration at Bowling Green State University (OH), she fulfilled an optional program requirement called "Global Understanding" and was accepted for a short period of independent research at Ruprecht-Karls Universitaet in Heidelberg. The object was to understand the institutional culture, structure, policies, and the specific aspects of student life at the Heidelberg institution. The paper notes the six-century-long history of this university and the role it has been playing in the academic world as a source of progress and knowledge. To understand the directions toward which various activities of the institution might tend to develop in the future, the researcher conducted a series of interviews with administrators, researchers, students, and faculty; consulted the documentation offered by her hosts; and took part in or having for-profit companies run public schools. Respondents agree that most students are capable of learning, and demanding that all students meet the same academic standards is important. They believe that negative student behaviors are the main problem in public schools. They strongly favor more time for teacher development and planning. Respondents perceive that teachers are not well paid, but they consider teaching the profession that most benefits society. The teacher survey is appended. (SM)

ED 453 156 SP 039 951

Haselkorn, David; Harris, Louis
The Essential Profession: American Education at the Crossroads. A National Survey of Public Attitudes toward Teaching, Educational Opportunity and School Reform.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 49p.; Financial Support provided by Washington Mutual. For companion study, see SP 039 950.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Beginning Teacher Induction; Classroom Techniques; Educational Improvement; *Educational Quality; Elementary Secondary Education; Equal Education; Knowledge Base for Teaching; Minority Group Children; Public Opinion; Student Behavior; *Teacher Competencies; Teacher Recruitment; Teacher Salaries; Teaching (Occupation); *Teaching Skills

This report summarizes a study of Americans' attitudes toward teaching, educational opportunity, and school reform. Surveys of 2,501 adults nationwide indicate that Americans unequivocally support the guarantee of free public education and consider improvement in fundamental areas of student behavior and academic performance essential. Greater percentages of the public in this survey believe that all students are capable of learning demanding academic material and that hard work pays off in higher achievement. A declining percentage of Americans believe that educational opportunities are shared equally by minorities and the poor. Americans consider ensuring a well-qualified teacher in every public school classroom, along with safe schools and parent involvement, the most important element in lifting student achievement. Most Americans agree on what qualified teachers mean to them, with the most important elements being classroom management skills, deep subject matter knowledge, and understanding of how to teach that subject and how children learn. The public believes that pairing new teachers with proven veterans is a good solution to teacher recruitment and quality challenges. They support government action to ensure a larger pool of qualified teachers, particularly for disadvantaged students. The teacher survey is appended. (SM)

ED 453 157 SP 039 952

Alexandrowicz, Harry J.
Testing Your Mettle: Tough Problems and Real-World Solutions for Middle and High School Teachers.
PUB DATE- 01
NOTE- 152p.
LANGUAGE- English

National Science Foundation to implement the state reform measures outlined in the 1993 Educational Reform Act and the Massachusetts Curriculum Framework Teachers Guides. PALMS involved developing higher level critical thinking, cooperative learning, integrated curriculum, thematic units, constructivism, inquiry-based learning, brain-based learning, accelerated learning, multiple intelligences, and learning styles. Data from teacher surveys indicated that the educational benefit for students made the extra time and work involved in teachers utilizing this approach worth their time and effort. Teachers felt PALMS had a positive impact on classroom and school culture and increased teacher and student learning enjoyment. Utilizing PALMS gave teachers time to observe and help students with individual learning needs thereby maximizing their learning potential. Teachers who believed PALMS was good for their students were utilizing it 6 years after initial implementation. (Contains 66 references.) (SM)

ED 453 177   SP 039 977

Jones, Ken; Holder, K. C.
Teacher Opportunities To Learn: Case Study of a Content Institute in Mathematics.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; *Institutes (Training Programs); *Mathematics Education; Mathematics Teachers; *Pedagogical Content Knowledge; Problem Solving; *Summer Programs; Teacher Improvement
IDENTIFIERS- Alaska; Subject Content Knowledge

This study examined teacher opportunities to learn content subject matter at a summer mathematics institute. The Alaska Partnership for Teacher Enhancement was formed as a collaborative between a university, four school districts, the State Department of Education, the Anchorage Education Association, and General Communication, Inc. It offered summer institutes to improve teachers' content area knowledge. Researchers studied the mathematics institute, which included teachers from all grade levels. A university mathematics faculty member developed and delivered the institute curriculum. Three local teachers who had delivered mathematics professional development institutes in the past were also involved. Participants included teachers and teacher's aides with varied mathematics backgrounds. Researchers observed the institute, took notes on activities, collected activity sheets and journals, and interviewed presenters and participants. Overall, presenters viewed mathematical content through the lens of pedagogical content knowledge. They valued flexibility and responsiveness because they did not know who their participants would be. Presenters determined content and were extremely responsive to students, using various informal assessment strategies to determine student needs. There was an emphasis on inquiry-based activities. All activities included discussions about how to take learning back into the classroom. Participants considered the institute very successful. (SM)

Teacher Improvement; Teaching Methods; Thinking Skills

This staff development kit is the second in a series designed that provides school-based staff development activities. The first kit contains materials, activities, and suggestions to help faculty with early efforts to implement the middle school concept. This kit provides various tools and techniques to improve the quality of teachers' questioning and discussion techniques, thereby improving student learning. The kit includes six components: (1) building a readiness (four articles encouraging teachers to reflect on existing practices, presenting positive classroom experiences, and serving as background reading); (2) discussion (four activities providing proven tools and techniques for use in the classroom to stimulate effective discussion); (3) questioning (four activities to improve students' critical thinking through applying the art and science of questioning); (4) audience participation reports (six types of reports that ensure audience participation with students taking the lead); (5) reflecting on lessons learned (helping teachers assess how they perceived the kit's content by reflecting on personal experiences with activities using prompts given on the form); and (6) posttest (an instrument that requires teachers to apply their knowledge of the kit's contents using Bloom's Taxonomy as a format for responses). Resources for school-based staff development are included. (SM)

ED 453 197   SP 039 998

Implementing the Middle School Concept (Middle School 101). Staff Development Kit #1.

PUB DATE- 00

NOTE- 55p.; For related document, see SP 039 997.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; Early Adolescents; Institutional Characteristics; Middle School Students; Middle School Teachers; *Middle Schools

This staff development kit contains materials and suggestions to help a faculty in its early efforts to implement the middle school concept. It is equally applicable in schools already organized as middle schools but not yet true middle schools in terms of program and/or procedures and in schools making the transition from the junior high school model to that of the advocated middle level school. It is primarily focused on the initiation or orientation phase. The five sections are: (1) "Initiating the Study" (questions to consider in planning the transition, change, and resistance to change); (2) "The Nature of Young Adolescents" (quiz on young adolescents and articles on early adolescence); (3) "The Middle School Concept" (characteristics of developmentally responsive middle level schools and articles and research summaries on middle school); (4) "Curriculum and Instruction" (research summaries on curriculum and instruction, characteristics of a real middle level school, and a position statement by the National Middle School Association on academic achievement); and (5) "Appendices" (four appendices offer a glossary of terms, lists of resources, and keys to quizzes presented in the kit). (SM)

ED 453 198   SP 039 999

Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Entrance Examinations; College Freshmen; College Preparation; *Curriculum; *High School Students; High Schools; Higher Education; *Mathematics Achievement; *Standards; Test Results
IDENTIFIERS- ACT Assessment; *Core Plus Mathematics Project; Scholastic Assessment Tests

The level of preparation for college entrance tests, university mathematics placement tests, and beginning college mathematics courses was studied for students who completed the Standards-oriented curriculum "Contemporary Mathematics in Context" (A. Coxford, J. Fey, C. Hirsch, H. Schoen, E. Hart, B. Keller, and A. Watkins, 2001), the high school curriculum developed by the Core-Plus Mathematics Project (CPMP). Eight CPMP field test schools provided SAT scores for their students, and 15 test schools provided ACT results. A total of 164 CPMP students and 177 precalculus students took a college placement test used at a major university. Freshman college mathematics course grade data for each year from 1995-1996 through 1998-1999 were gathered for the graduates of two high schools, one of which used CPMP. Neither the SAT nor the ACT assessments were well aligned with the content goals of the CPMP curriculum, but CPMP course 3 (third year of the curriculum) students appeared to be as well prepared for SAT mathematics as other high school students, and CPMP course 4 students appeared to be better prepared. The ACT was more problematic for CPMP students through course 3, but even those students were not disadvantaged on the ACT. The pattern of success of CPMP students on the college placement test was somewhat better than that of traditional students, in spite of placement criteria that ignored students' conceptual understanding and facility with applications if their algebraic symbol manipulation skills were below criterion level. These results provide evidence in support of the feasibility of curricula that embody Standards recommendations. (Contains 22 references.) (SLD)

ED 453 218 TM 032 569

Dorman, Jeffrey P.; Adams, Joan E.; Ferguson, Janet M.
Cross-National Validation and Use of Classroom Environment Scales.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Educational Environment; Foreign Countries; *Junior High School Students; *Mathematics; Performance Factors; Secondary Education; *Secondary School Students; Sex Differences; *Student Attitudes; *Validity
IDENTIFIERS- Australia; Canada; United Kingdom

Cross-national classroom environment research investigating differences in mathematics classroom environment according to country (Australia, Canada, and the United Kingdom), grade level (grades 8, 10, and 12), and student gender was conducted using a sample of 3,602 students from 29 schools. Students responded to a questionnaire developed from seven scales of the based on inter-item correlation matrices, with a matrix of the mean inter-item correlations constructed for each of five ability levels. Study results provide evidence that is possible to write context-dependent items that do not contain LID. Only 10 of the 24 item sets exhibited evidence of LID. If items do contain LID, it is possible to score the test in a way that will reduce its effects. Scoring the item sets as individual items or as testlets is not the best solution, but the benefits of using testlets can be gained by using mixed scoring gained from using the testlets accompanied by a procedure for estimating reliability. (Contains 22 references.) (SLD)

ED 453 237   TM 032 588

Nuttall, Ronald; Hell, Regina Jean-Van
Poverty, Courses Taken and MCAS Test Scores in Mathematics and Science.
PUB DATE- 01
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Black Students; *Course Selection (Students); *High School Students; High Schools; *Mathematics Achievement; *Science Achievement; *Scores; Sex Differences; Socioeconomic Status; State Programs; Test Results; Testing Programs
IDENTIFIERS- African Americans; *Massachusetts Comprehensive Assessment System

The aim of this study was to look at the Massachusetts Comprehensive Assessment System (MCAS) data for 10th graders from 1998 and investigate whether these differences were significant when using the mathematics and science achievement scores. In addition, the variables of socioeconomic status, gender, and types of courses taken in mathematics and science were used in the analyses. Three hypotheses were tested. One was that the differences between African Americans and Whites in mathematics and science scores are related to types of courses taken previously. It was also expected that males would have higher mathematics scores than females and that students with low income would be more likely to have low test scores in science and mathematics. The regression analyses demonstrated that previous courses taken in mathematics and science were strong predictors of MCAS achievement scores. The other predictors, race, socioeconomic status, and gender, explained very little of the variance in achievement scores in mathematics and science. These results have strong implications for public policy issues in Massachusetts. (Contains 4 figures and 34 references.) (Author/SLD)

ED 453 238   TM 032 589

Michalchik, Vera; Schaeffer, Evonne; Tovar, Lawrence; Steinbeck, Reinhold; Bhargava, Tina; Kerns, Charles; Engel, Claudia; Levtov, Ruti
Small Group Collaboration in the Large Lecture Setting: Collaborative Process, Pedagogical Paradigms, and Institutional Constraints.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14,

Programs
IDENTIFIERS- *Alaska

In the year 2000, the Alaska High School Graduation Qualifying Examination (HSGQE) was given for the first time. The HSGQE is currently scheduled to be a graduation requirement for all students graduating as of January 2002, but early results from the use of the HSGQE in the Anchorage school district raise serious questions about the use of the test, especially the mathematics portion, as a graduation requirement. In response to a state survey, more than 20% of teachers surveyed responses that they offered little or no instruction relative to 7 of the reading standards in the survey, 1 of 3 writing standards, and all of the mathematics standards. The validity of the graduation tests as they related to what is actually taught in Alaskan schools is seriously questioned by these responses. The statistical results from Anchorage raise some questions about validity, with 78% of students passing the reading test, 51% passing the writing test, and only 36% passing the mathematics test. Majority students did better on the tests than did minority students. Results from the HSGQE were highly correlated with results from the California Achievement Tests (CAT) administered within 1 month of the HSGQE. Comparison of CAT and HSGQE scores showed that the mathematics test was much harder than the reading or writing tests. Data for the mathematics test seem to show that more advanced courses than algebra and geometry are required to pass the test, calling into question its use as a minimum competency test. The paper suggests that the legislature, the state administration, local school boards, educators, parents, and students all have roles to play as the HSGQE is finalized and put into place. Six appendixes contain seventeen tables of test results for specific areas. (Contains 43 tables, 9 figures, and 41 references.) (SLD)

ED 453 258   TM 032 795

Goertz, Margaret E.
The Long March: School Performance Goals and Progress Measures in State Accountability Systems.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). For a paper related to the same study, see TM 032 782.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Educational Assessment; *Educational Change; Educational Finance; Educational Policy; Elementary Secondary Education; *Federal Aid; *Financial Support; *Low Achievement; Profiles; State Aid; *State Programs; Surveys; Testing Programs

This paper uses data collected from the 50 states in year 2000 by the Consortium for Policy Research in Education (CPRE) to describe how states are holding schools accountable for student performance. The data collection process focused on policies in place during the 1999-2000 school year. Profiles prepared from this data represent the policy status of each state at that time. These findings show the variety of ways in which states define and measure student and school performance for Title I and non-Title I schools. Students are classified in as many as five categories of performance. School performance levels and

DESCRIPTORS- Anxiety; *Communication (Thought Transfer); *Construct Validity; Factor Structure; Foreign Countries; *High School Students; High Schools; *Japanese; Student Participation; Test Format; Translation
IDENTIFIERS- Confidence; Confirmatory Factor Analysis; Dimensionality (Tests); Exploratory Factor Analysis; Japan

The purpose of this study was to examine the construct validity of a classroom communication apprehension scale for a sample of 196 high school students in Japan. Exploratory and confirmatory factor analyses were used. The original English version of a classroom communication apprehension scale (M. Neer, 1987) consisted of 20 items representing 2 hypothesized dimensions of classroom communication apprehension: Confidence and Participation. The Japanese translation of the scale contained the same items representing the same two dimensions. The internal consistency reliability for the two subscales of the translation was 0.81 and 0.82 respectively. Exploratory factor analysis using a principal axis factoring method with an oblique (promax) rotation extracted four factors with eigenvalues greater than 1, collectively accounting for 61% of the total variance. Results of the confirmatory factor analyses provided little support for the factor structures of both the a priori two-factor model and a four-factor model. The study suggests that for the sample of high school students in this study the Japanese version of the classroom communication apprehension scale is multidimensional. Study results provide little support for the presence of the two hypothesized dimensions. The findings of this study suggest the need of redefinition of the dimensions of classroom communication apprehension. (Contains 4 tables and 21 references.) (SLD)

ED 453 278 TM 032 815

Tella, Seppo; Tirri, Kirsi
Educational Innovations in Finnish and European Contexts: An Analysis of the Aims and Outcomes of "The European Observatory" of the European Commission (1994-1998). Research Report 200.
PUB DATE- 99
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Education; *Educational Innovation; Educational Research; Elementary Secondary Education; Foreign Countries; *Information Dissemination; International Education; *Networks
IDENTIFIERS- *Europe; Finland

The purpose of this document is to analyze some of the major developments and research findings of the European Observatory of Innovations in Education and Training (1994-1998). The Observatory was a consortium of 13 member countries of the European Union serving as a European network of researchers and educators in the field of comparative education. The Observatory formulated several major tasks that guided its work from 1994 to 1998: (1) gathering and analyzing information about innovation and the conditions of change; (2) identifying key ways of innovation dissemination; (3) networking innovators and facilitating innovations at the European level; (4) clarifying national innovation policies; and (5) sharing and distributing conceptual information and knowledge about educational innovations. Within the Observatory, an educational innovation was analyzed as a novelty, a product, a change, an action, a process, and an intention. Innovation was defined as a collective creation of original solutions, responding to

DESCRIPTORS- Degrees (Academic); Educational Finance; *Elementary Secondary Education; *Enrollment Trends; Expenditures; High School Graduates; *Higher Education; Population Trends; Prediction; Predictive Measurement; Private Schools; Public Schools; Research Methodology; *School Statistics; Tables (Data); Teachers; *Trend Analysis
IDENTIFIERS- National Center for Education Statistics

Each year, the National Center for Education Statistics publishes this pocket summary of the annual "Projections of Education Statistics." The complete report contains information on projected enrollment and graduates, teachers, and public elementary and secondary school expenditures. This summary contains figures for 1987-1988, estimates for 1998-1999, and projections for 2009-2010, with calculations of the percent of change from 1987-1988 to 1998.-1999 and 1998-1999 to 2009-2010. Tables present data for these periods for: (1) population (by age); (2) elementary and secondary enrollment in public and private schools; (3) high school graduates; (4) numbers of classroom teachers at elementary and secondary levels ; (5) pupil/teacher ratios; (6) elementary and secondary education expenditures; (7) higher education enrollment; (8) earned degrees; and (9) higher education expenditures. Technical notes explain the computation of the projections. (SLD)

ED 453 299 UD 034 037

Kingston-Mann, Esther, Ed.
A Diversity Research Initiative: How Diverse Undergraduate Students Become Researchers, Change Agents, and Members of a Research Community.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Asian Americans; Bisexuality; Disabilities; *Diversity (Faculty); *Diversity (Student); Educational Environment; *Educational Research; Higher Education; Homosexuality; Multicultural Education; Nursing Education; Research Methodology; Teacher Researchers; Undergraduate Students
IDENTIFIERS- Collaborative Research; Teacher Knowledge; University of Massachusetts Boston

This report presents information on the University of Massachusetts Boston's Diversity Research Initiative (DRI). Section 1, "Essays by Participant Observers," includes "Building a Diversity Research Initiative: An Introduction" (Esther Kingston-Mann); "Diversity Imperative: Reflections on the Diversity Research Initiative" (Lin Zhan); "Research and Research Methods in the Diversity Research Initiative" (Tim Sieber); "Diversity Research on University Image: Research Process and Empirical Findings" (Raymond R. Liu); "Collaborative Process and/or Publishable Product: A Research Dilemma in the Diversity Research Initiative. One Faculty Member's Reflection" (Clark Taylor); and "After the Initiative: Envisioning Diversity Research Sustainability" (Peter Nien-chu Kiang). Section 2 includes "Lessons of the DRI: Unforeseen Challenges, Benefits, and Goals Achieved" and "A List of Diversity Research Initiative Projects: Spring 1997-Fall 1998." Section 3, "Sample Reports from DRI's Collaborative Research Teams," includes: "UMB Faculty's Knowledge and Perceptions around Students with Disabilities"; "Development of a Multicultural Undergraduate Nursing Curriculum Checklist";

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Conflict Resolution; Cooperative Learning; Diversity (Student); Early Childhood Education; Elementary School Students; Hispanic American Students; *Interpersonal Competence; Language Arts; *Movement Education; *Music Activities; *Peer Relationship; Preschool Children; Problem Solving; Spanish
IDENTIFIERS- Peace Education

This guide provides K-3 teachers with information to help foster positive social skills such as caring, cooperation, communication, and appreciation for diversity through music, movement, and language arts. The guide includes a recording with 46 easy-to-learn songs (20 of which are in both English and Spanish) to use with young children. The songs address such skills as: cooperating on shared activities; connecting to and expressing feelings; communicating needs and concerns; responding appropriately to others' messages; transforming conflicts by problem solving; sharing power with others; noticing and affirming diversity; actively promoting fairness; and seeking fulfillment from friendship, community, and self-worth. Classroom activities, implementation plans, and innovative extensions outline how to use music to effectively help children learn important social skills. The guide is divided into three parts with 8 chapters. Chapter 1, "Implementing Linking Up!," is followed by Part 1, "Songs for Circle Time," which includes (2) "Starting Songs: Gathering the Group" and (3) "Friendship Songs." Part 2, "Songs for the Social Skills Curriculum," includes (4) "Appreciating Diversity" and (5) "Conflict Resolution Songs." Part 3, "Songs for Movement Games," includes (6) "Nature Exploration Songs," (7) "Collaboration Songs," and (8) "Linking Up Songs." Several chapters are written in both English and Spanish. (SM)

ED 453 319 UD 034 194

Poliner, Rachel A.; Benson, Jeffrey
Dialogue: Turning Controversy into Community. A Curriculum for Secondary Schools. Helping Students Communicate through Dialogue Rather Than Debate, in Preparation for Building Stronger Communities in Our Diverse World. Field Test Version.
PUB DATE- 97
NOTE- 142p.; Project supported by the Touchstones Fund.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anger; *Conflict Resolution; *Creative Thinking; Cultural Differences; *Interpersonal Communication; Problem Solving; Secondary Education; Social Bias
IDENTIFIERS- Active Listening; *Controversial Topics; Controversy

This curriculum focuses on using creative thinking and conflict resolution skills in controversial discussions, highlighting the use of nonadversarial dialogue through the story of a fictional town caught in a controversy over whether or not to mandate school uniforms. The story that unfolds provides a case study in how to resolve public, as well as interpersonal, conflict. It presents techniques and structures for helping students build skills such as listening, managing their anger, communicating, researching issues, uncovering bias, understanding and appreciating different perspectives, and creating solutions. The guide includes 10 skill-focused

DESCRIPTORS- Achievement Tests; Comparative Analysis; *Computer Assisted Testing; Elementary Secondary Education; Scores; Standardized Tests; State Programs; *Test Format; *Testing Problems; *Writing Skills

IDENTIFIERS- *Computer Assisted Writing; Paper and Pencil Tests

This paper addresses problems with performance on open-ended (i.e., not multiple choice) test questions administered on paper for students accustomed to writing with computers. The first section summarizes the results of three studies that examined differences between computer and paper-and-pencil test results. The second section identifies three reasons why the mismeasurement of students accustomed to writing with computers is problematic. The third section focuses on a short term solution of allowing students to select the mode in which open-ended responses are composed; reasons why state testing programs have resisted this option are listed. The fourth section addresses other areas of learning that computers can help students develop (e.g., problem solving, research, non-linear thinking, understanding of scientific concepts, collaboration, spatial reasoning, statistics, media, music theory, and modeling/simulation) and notes that these areas are not measured by current state-mandated testing programs. The fifth section describes the steps necessary for testing and accountability programs to develop and apply instruments and testing procedures that capture the types of learning impacted by computer use. (Contains 28 references.) (MES)

ED 452 834 IR 020 674

Tinker, Robert

Ice Machines, Steamboats, and Education: Structural Change and Educational Technologies.

PUB DATE- 00

NOTE- 19p.; In: The Secretary's Conference on Educational Technology, 2000: Measuring Impacts and Shaping the Future. Proceedings (Alexandria, VA, September 11-12, 2000); see IR 020 668.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Software; Computer Software Development; *Computer Uses in Education; *Educational Change; *Educational Technology; Educational Trends; Elementary Secondary Education; Global Approach; Internet

IDENTIFIERS- Access to Technology; Online Courses; *Technological Change; *Technology Utilization

This paper discusses educational technology and the structural changes that society must make to accommodate it. The paper begins by examining technology trends, including the exponential rate of change in the information industry, the growing ubiquitousness of computers, inequities in U.S. schools, and technology characteristics (e.g., the open source movement and globalization). Dreams of transformed education are then considered. These consist of: new tools, including literacy tools, design tools, tools for concepts, tool scaffolding, and the new textbook; and online courses, including online courses for students, online courses for teachers, and metacourses (i.e., online courses about online courses). It is concluded that schools need to undertake major changes to fully exploit technology. Includes an author biography. (MES)

ED 452 835 IR 020 675

associated graphics. A table presents numeric results, and findings are reported related to use of graphics, download times, quality of HTML, frames, scripting, metatagging, and disability testing. Problems with the Web sites are summarized. The paper also provides a list of what to avoid in Web site design in general and specifically for library Web sites. (MES)

ED 452 854 IR 058 113

Batt, Chris
Public Libraries in a Wired World.
PUB DATE- 00
NOTE- 11p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Federal Programs; Foreign Countries; Government Role; *Information Technology; *Library Development; *Library Services; Lifelong Learning; *Public Libraries; *Social Change; *Telecommunications
IDENTIFIERS- Access to Technology; Technology Role; *Technology Utilization; United Kingdom

This paper reports on a major United Kingdom (UK) government initiative to use the public library service as a key component in the government's agenda for social change, examines future implications for public libraries and library workers if present trends and development continue, and makes predictions about the wider implications of information and communications technologies (ICT) and social change. The first section provides background on public libraries in the UK, government projects, and processes for effective use of technology. The second section describes the People's Network project, including: (1) key priority areas--education/learning for life, citizens' information, business and the economy, and community history/identity; (2) objectives--access to ICT equipment, training opportunities, and electronic content; (3) expected outcomes--the chance for all to benefit, new opportunities for people to learn and develop, and better informed and more economically effective communities; and (4) allocation of funding. The third section considers the People's Network program in a wider context, including three matters that are relevant to a broader consideration of the future of public libraries, i.e., other public sector projects, extending the People's Network to include museums and archives, and the government portal movement. The fourth section addresses the future, including recommendations for library service managers--be an explorer with a mission, and be a confident advocate for what you believe. (MES)

ED 452 855 IR 058 114

Biggins, Barbara; Handsley, Elizabeth
Censorship in Public Libraries.
PUB DATE- 00
NOTE- 10p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

both in the networked and print library environment; gaps in user and library perceptions are highlighted. The fifth section describes four models for digital reference: (1) the Collaborative Digital Reference Service, a pilot project developed by the Library of Congress to test the provision of professional library-quality reference service to users any time, anywhere; (2) the Co-operative Online Research Catalog (CORC), an OCLC project comprising a catalog of Internet resources and a mechanism to share pathfinders to help users identify Internet resources; (3) the Council of Australian State Libraries Working Group on Reference Issues, established to identify issues in which a collaborative approach will result in better reference services in Australian libraries; and (4) subject gateways. The final section considers future directions. (MES)

ED 452 876 IR 058 135

Robertson, Anne
Enabling Best Practice Recordkeeping in the Digital Age.
PUB DATE- 00
NOTE- 10p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Archives; Foreign Countries; Information Retrieval; Information Technology; *Metadata; *Recordkeeping; *Records Management; Standards; Thesauri; World Wide Web
IDENTIFIERS- Australia; *Government Records

This paper discusses the challenges that the digital age poses for recordkeeping and the National Archives of Australia's response to these challenges. The Archive's development of inter-dependent standards, policies, and guidelines for government recordkeeping is summarized. An initiative for developing and promoting resource discovery metadata and recordkeeping metadata that resulted in the Australian Government Locator Service (AGLS) metadata standard is described. The set of 19 AGLS resource discovery elements are listed according to their descriptive purpose, including four AGLS elements (function, availability, mandate, and audience) that were added to the basic elements of Dublin Core. An overview is presented of the Australian Governments Interactive Functions Thesaurus (AGIFT), recommended for use when creating AGLS metadata. The purposes of recordkeeping metadata are summarized, and the relationship between the eight mandatory elements of the recordkeeping metadata standard (agent, rights management, title, date, aggregation level, record identifier, management history, and disposal) and the elements of the AGLS standard are shown. Finally, a systematic approach to the effective management of World Wide Web-based records is highlighted. (Contains 15 references.) (MES)

ED 452 877 IR 058 136

Robertson, Sabina; Sullivan, Shirley
The Rediscovered Agents of Change: Librarians Working with Academics To Close the Information Gap.
PUB DATE- 00
NOTE- 14p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra,

based on the study's results. The survey is appended. Contains 20 references and 4 tables. (CJW)

ED 452 896 JC 010 340

Boone, Edgar J.; Vaughan, George B.
A Study of Selected Counties in Community College Service Areas.
PUB DATE- 00
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Community Colleges; *Educational Environment; Environmental Scanning; *Institutional Characteristics; *Institutional Evaluation; School Community Relationship; Two Year Colleges
IDENTIFIERS- *North Carolina

This is a study of selected counties in the Community College Service Areas of Beaufort County Community College, College of The Albemarle, Halifax Community College, Martin Community College, Roanoke-Chowan Community College, and Vance-Granville Community College in North Carolina. The purpose of this study was to provide an assessment of the community college programs offered and the service needs of citizens, provide realignment options in the six community college's service areas to maximize educational and training resources, and recommend realignment that would better serve the citizens in the seven counties. The methods used to obtain information include: (1) a comprehensive demographic study of Warren, Northampton, Bertie, Washington, Tyrrell, Gates, and Dare counties; (2) a study of the economies of the seven counties; and (3) an analysis and assessment of curriculum and continuing education courses and program offerings of the six community colleges in the seven counties. Recommendations include: (1) centers should be established where none exist in Gates, Northampton, Tyrrell, and Washington Counties; (2) the centers in Bertie and Warren counties should be upgraded; and (3) the General Assembly of North Carolina appropriate the funds required to build of upgrade these centers, as well as the campus in Dare County. Appended are data on county and colleges, maps, projections, schedules of meetings and public hearings, and service area study recommendations. (JA)

ED 452 897 JC 010 341

Brown, Carolyn
Curriculum for Entrepreneurship Education: A Review. CELCEE Digest.
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO. Center for Entrepreneurial Leadership.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Administration; *Business Education; *Curriculum Design; *Curriculum Development; Elementary Secondary Education; *Entrepreneurship; Higher Education

This digest discusses curricula for entrepreneurship education in K-12 and higher education and reviews a sampling of courses at each level. In the entrepreneurship curriculum, texts are aimed at giving only the necessary information, and worksheets are used to help students focus on how they would develop their own assistance/tutorial (LAT) programs and services, LAT personnel information, and resources and expenditures for LAT programs in California colleges and universities as of 1997-98. Highlights include: (1) 78 colleges and universities in California indicated that in the year ending June 30, 1998, they had an organized LAT program; five institutions, including three community colleges, indicated that they did not have one; (2) the majority of the programs in the state are centralized; only 17 are decentralized; (3) 40 of the 64 community college programs are housed in the Academic Affairs and Services Development; (4) LAT programs in community colleges are supervised predominately by faculty; (5) program components predominating in the community college LAT programs are tutoring, study skills, math programs, study skills and writing programs; (6) counseling is offered by less than one-third of the responding colleges; (7) workshops, seminars and formal classes are the primary methods of tutor training; (8) LAT programs in 11 of the responding community colleges are certified by the College Reading and Learning Assistance Association; and (9) the majority of the colleges use the California Tutor Project for tutor training. (JA)

ED 452 918 JC 010 366

Texas Higher Education Coordinating Board 2000 Statewide Annual Licensure Report.
PUB DATE- 00
NOTE- 528p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Certification; *Community Colleges; *Licensing Examinations (Professions); *Occupational Tests; Outcomes of Education; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Texas Higher Education Coordinating Board

This report provides the licensure examination results for two-year technical associate degrees and one-year certificate programs at community and technical colleges in Texas. The Texas Higher Education Coordinating Board recognizes the success rate for licensure as an integral part of the overall success of many technical programs. The following is a list of some of the licensure examination results for which the 2000 Statewide Annual Licensure Report includes data: aircraft mechanic; cosmetology; court reporting; interpreter for the deaf; law enforcement; massage therapist; nuclear medicine technology; registered nurse, and radiation therapy. Table 1 contains a statewide summary (1996-99), table 2 includes results by program (1996-99), table 3 includes results by institution (1996-99), and table 4 includes institution summaries (1996-99). Highlights include: (1) out of 1,350 people who took the law enforcement-academy licensure exam in Texas in 1999, 829 (61%) passed; (2) in 1999, the most populous programs were Emergency Medical/Paramedic (3,799 students took the licensure test, with 86% passing) and Nurse Aide (3,269 took the test, with 84% passing); and (3) the least populous programs in 1999 were Occupational Therapy Assistant (no one tested), and Fire Protection (Aircraft Rescue) (five student tested and all passed). Appended are explanatory notes for tables and profiles of licensure examinations. (JA)

ED 452 919 JC 010 367

ED 452 939 JC 010 388

Average Scores for 1996-97 FTIC Students Failing the CPT by Ethnicity. Data Trend 09.
PUB DATE- 97
NOTE- 12p.; Produced by the Office of Educational Effectiveness and Research, Florida State Board of Community Colleges.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Comparative Analysis; *Educational Testing; *Ethnicity; *Mathematical Aptitude; *Reading Rate; Two Year Colleges; *Writing Ability
IDENTIFIERS- *Florida Community College System

This document describes a study undertaken by Florida community colleges to analyze student reading rates, which currently vary by ethnicity. To assess this concept, median scores for students who failed the College Placement Test (CPT) were compared between different ethic backgrounds across all Florida community colleges. All areas of the CPT were examined (math, reading, and writing). It was hypothesized that a large variation in scores would contribute to unequal exit rates of different ethnic groups. For reading and writing, whites were found to obtain the highest median scores (61 and 65, respectively), with Hispanics (57 and 61) and American Indians (56 and 61) both coming in second. Blacks (53 and 57) fell third in the list and Asians (50 and 53) scored lowest in these two areas. The scores for math were quite different. Asians (32) came out on top, followed by Hispanics (31), then whites, blacks and American Indians (all 29). Differences in CPT scores provide some reasons as to why reading rates may be so different. Other factors that should be considered include student employment, family obligations, financial aid, and full- or part-time status. (CJW)

ED 452 940 JC 010 390

North Seattle Community College Chemical Hygiene Plan.
PUB DATE- 00
NOTE- 45p.; The Hazard Communication Program section and appendices are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biology; *Chemistry; Community Colleges; Hazardous Materials; Hygiene; Labor Standards; *Laboratories; *Laboratory Procedures; *Laboratory Safety; Occupational Safety and Health; School Safety; Two Year Colleges
IDENTIFIERS- *North Seattle Community College WA

The goal of the Chemical Hygiene Plan (CHP), created by North Seattle Community College, is to provide an environment that protects and promotes health and safety and complies with health and safety laws. The CHP focuses especially on the laboratory workplace (biology and chemistry), as many hazardous materials can be found there. Employee protection measures must be taken, and a Chemical Hygiene Officer must provide training to laboratory workers in order to meet requirements of the Laboratory Safety Standard. Details of the Laboratory Safety Standard are listed. Responsibilities of personnel (such as

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 6; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

This handbook provides parents with information about the Grade 6 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 6 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 959   PS 029 442

Curriculum Handbook for Parents, 2000-2001: Grade 7.
PUB DATE- 00
NOTE- 41p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 public school series, see ED 421 282-292. For the 2000-2001 public school series, see PS 029 435-445.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 7; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 7 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 7 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life

*Middle School Teachers; *Middle Schools; Opinion Papers; Organization; Organizations (Groups); Partnerships in Education; School Guidance; School Safety; Student Evaluation; *Student Needs; Teacher Education Programs; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- National Middle School Association

In 1995, the National Middle School Association published a position paper defining foundational characteristics of developmentally responsive middle schools and program components that would create the kind of schools young adolescents need and deserve. This book provides a comprehensive, whole vision of schooling for the middle grades and makes more practical and accessible the basic concepts set forth in the 1995 position paper. The chapters are: (1) "The Imperative to Act" (Thomas O. Erb); (2) "Educators Committed to Young Adolescents" (C. Kenneth McEwin and Thomas S. Dickinson); (3) "Developing and Implementing a 'Shared Vision'" (Sue Swaim); (4) "High Expectations for All" (John Arnold); (5) "Advisory: Advocacy for Every Student" (Ross M. Burkhardt); (6) "School, Family, and Community Partnerships" (Joyce L. Epstein); (7) "A Positive School Climate" (Marion Johnson Payne); (8) "Curriculum That Is Challenging, Integrative, and Exploratory" (Chris Stevenson); (9) "Varied Teaching and Learning Approaches" (Barbara L. Brodhagen); (10) "Assessment and Evaluation that Promote Learning" (Gordon F. Vars); (11) "Flexible Organizational Structures" (Deborah Kasak); (12) "Programs and Policies that Foster Health, Wellness, and Safety" (Jean Schultz); and (13) "Comprehensive Guidance and Support Services" (Sherrel Bergmann). All chapters contain references. (KB)

ED 452 978   PS 029 462

Roberts, Rosemary, Ed.
PEEP Voices: A Five Year Diary. Supporting Early Learning at Home, 1995-2000.
PUB DATE- 01
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Early Childhood Education; *Early Intervention; *Family Programs; Foreign Countries; *Literacy Education; *Parent Education; Program Descriptions; Program Effectiveness; Program Evaluation; *Young Children
IDENTIFIERS- England; Family Support; Home Based Programs; Program Characteristics

The Peers Early Education Partnership (PEEP) has been in operation in Oxford, England for 5 years, with the aim of raising educational attainment, especially in literacy, by an entire community of children from their birth. This book recounts how PEEP started and its operation over the 5 years, focusing on the impact of the program and the opportunities and challenges inherent in working to support families with young children from birth to school. The book's introduction describes the project as a whole. Chapter 1, "Getting Started, Keeping Going," describes how the project began, how the program was developed, and some of the policy discussions and decisions providing the underpinning for PEEP. Chapter 2, "Families," examines recruitment practices. Chapter 3, "Doing PEEP," describes program operation and the development of PEEP's principles and values. Chapter 4, "Things PEEP Needed," concerns resources used in groups and at home, the facilities, Odds with Early Intervention" (Mildred M. Winter); (12) "Getting Ready for School in Preschool" (Lawrence J. Schweinhart); (13) "'Every Child Will Succeed--No Excuses!': The 1,000 Days to Success School Network" (Stephen Kay and Craig Wheaton); (14) "Teaching to All of a Child's Intelligences" (Peter Kline); (15) "Project First Step: The Connection between Fundamental Physical Skills and Academic Learning" (Thomas R. Johnson); (16) "The Classroom of Your Dreams" (Jim Fay); (17) "Three Stories from Huntington Woods School: Implementing the Conditions To Achieve Quality Learning" (Kaye Mentley and Sally Ludwig); (18) "'Jimmy': The Power of Parent-Teacher Cooperation" (Bob Sornson); and (19) "Preventing Early School Failure" (Bob Sornson). (Most chapters contain references.) (KB)

ED 452 995 PS 029 504

Head Start, Medicaid, and CHIP: Partners for Healthy Children. A Guide for Head Start Programs.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 99
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Child Health; *Cooperative Planning; Enrollment; *Health Insurance; *Preschool Children; Preschool Education; Program Descriptions
IDENTIFIERS- Childrens Health Insurance Program; Early Periodic Screening Diagnosis and Treatment; Medicaid; Project Head Start

Eleven federal agencies have established a multi-agency effort to increase enrollment of uninsured children in Medicaid and the state Child Health Insurance Program (CHIP). Noting that the cooperative efforts of agencies with jurisdiction over children's programs within the Department of Health and Human Services offer new opportunities for Head Start programs to work with Medicaid and CHIP agencies to increase enrollment for both Head Start children and their siblings, this book provides guidance for Head Start programs to collaborate effectively with other agencies. Chapter 1, "Working with Partners," discusses planning successful collaboration and making state and local partnerships work. Chapter 2, "Reaching out to Families," includes informing Head Start families about Medicaid and CHIP, identifying typical barriers to service, and serving the needs of the Head Start population. Chapter 3, "Partnerships in Action: Strategies that Work," presents effective outreach strategies suggested by the Health Care Financing Administration for reaching eligible children. Six appendices describe Head Start and Early Head Start services, detail the performance standards for health services, describe the child health component of the Medicaid program and the state Children's Health Insurance Program, contain the federal intra-agency agreement, delineate available services by state, and identify state contacts for CHIP, Medicaid, and Head Start collaboration offices, as well as regional and national agency contacts. (KB)

ED 452 996 PS 029 507

Katz, Lilian G., Ed.; Rothenberg, Dianne, Ed.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Development; *Government Role; Job Training; Labor Force Development; *Public Policy; *Rural Areas; *Rural Development; *State Action
IDENTIFIERS- *Access to Technology; Georgia; Illinois; Minnesota; *Telecommunications Infrastructure

In the past, rural America often relied on Washington for policy responses to its challenges, but federal policy has been slow to adapt to the broad changes taking place in so many rural communities. New approaches to rural policy have taken root in some states. Georgia's OneGeorgia Authority will oversee a series of economic development programs aimed at the lagging parts of the state, most of which are rural, using tobacco settlement money. Economic development grants will provide funds for public infrastructure, land acquisition, and site development. Equity grants will help build economic infrastructure, train workers, and promote tourism. Both programs target the poorest performing counties. Minnesota's Big Plan identifies 29 initiatives to ensure healthy, vital communities; help the state's people be self-sufficient; refocus state government on public service; develop the best K-12 education in the nation; and help Minnesota be competitive in global markets. Although not wholly aimed at rural issues, the plan includes many rural initiatives, such as extending Internet access to all communities, enabling Minnesota agriculture to be globally competitive, and educating and training the workforce in rural and urban areas. Illinois' Rural Affairs Council has identified seven priorities for policy development: improving access to technology and public transportation, increasing housing, strengthening economic development programs, bolstering rural health care infrastructure, increasing outlets for agricultural products, and building leadership capacity in local governments. New approaches like these show that many rural places are taking the initiative to seize their own economic opportunities. (TD)

ED 453 016 RC 022 958

Hinkley, John W.; McInerney, Dennis M.; Marsh, Herbert W.
The Multi-Faceted Structure of School Achievement Motivation: A Case for Social Goals.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; Achievement Need; American Indians; Aspiration; *Cultural Differences; Goal Orientation; *High School Students; High Schools; Navajo (Nation); School Culture; Sex Differences; *Student Motivation; Student Surveys
IDENTIFIERS- *American Indian Students

One reason proposed for the persistent school underachievement of Navajo students is that school culture is based largely on individualism, interpersonal competition, and other Western norms and values that may be an anathema to Native Americans. Hence, school culture may predispose them to failure. Drawing on Western concepts of achievement motivation, this paper examines school achievement motivation similarities and severe learning and emotional difficulties in mainstreamed settings that do not always meet pupil needs. Perhaps the most significant lesson learned in the rural partnership was the importance of building and maintaining personal relationships across the vast region. Building such relationships takes time but is key to a successful partnership. Funding sources, legislators, and participants need to recognize that it takes 3-5 years for such a collaborative partnership to show results. (TD)

ED 453 034   RC 022 981

Mitchem, Katherine; Richards, Ann; Wells, Deborah
Implementing and Evaluating Effective Professional Development in Functional Behavioral Assessment in Rural Schools.
PUB DATE- 01
NOTE- 7p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Educational Change; Elementary Education; *Faculty Development; Models; *Program Implementation; *Resistance to Change; *Rural Schools; School Districts; *Special Education Teachers; Teacher Attitudes; Teacher Education
IDENTIFIERS- Behavior Management; Functional Behavioral Assessment; *Positive Behavioral Support

The use of positive behavior supports (PBS) based on functional behavioral assessment (FBA) has produced dramatic improvements in problem behaviors of challenging students. This approach is a long-term strategy to reduce inappropriate behavior, teach more appropriate behavior, and provide contextual supports necessary for successful outcomes. Yet PBS and FBA have not been widely adopted. Challenges specific to rural schools may exacerbate the difficulties in ensuring that teachers apply this approach. Faculty at four elementary schools in Maryland and West Virginia that received training in FBA and PBS reported difficulty implementing them. To facilitate teacher implementation of these interventions, the practice environment should be conducive to change and systems should be established to reinforce that change. Teacher interest in trying out new practices has been found to be related to perceived principal and peer supports and to teacher perceptions that the proposed intervention addresses a gap in their programs. An emerging model for delivering training in FBA and PBS involves an initial whole-faculty staff development session that provides an overview of FBA and PBS including a description of its components and a rational for its use. Then volunteers, including an administrator, attend further training to become part of the school's "behavior solutions team," which meets biweekly to discuss behavior problems. During the school year, trainers gradually reduce their involvement and shift responsibility to faculty. (Contains 28 references.) (TD)

ED 453 035   RC 022 982

Friedland, Billie L.; Walz, Lynn
Pre-Teachers Evaluate University-School Partnerships for Curriculum Adaptation and Access for Students with Disabilities in Rural Classrooms.

ED 453 053 SE 064 187

Froschl, Merle, Ed.; Nichols, Rodney W., Ed.; Skopp, Lori, Ed.; Sprung, Barbara, Ed.
Early Childhood Science Education and the Workforce of Tomorrow. A Special Report Based on a Conference Convened by Educational Equity Concepts, Inc., and the New York Academy of Sciences (New York, New York, June 15-16, 1999). A Science in Society Policy Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 67p.; Supported under a supplement to Educational Equity Concepts' grant no. HRD-970047.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Development; Cognitive Style; Constructivism (Learning); *Early Childhood Education; *Equal Education; Evaluation; Higher Education; *Labor Force; Mathematics; Parent Participation; Preservice Teacher Education; *Science Education; Skill Development; Teacher Role; Technology

This document reports on a conference that was convened by Educational Equity Concepts, Inc. and the New York Academy of Sciences. Disciplines that were represented included child development, special education, early childhood education, sociology, psychology, physics, mathematics, assessment, teacher education, parent involvement, economics, and demographics. Chapters include: (1) "Developmentally Appropriate Ways to Expand Young Children's Understanding of the World"; (2) "Helping All Children Develop a Broad Range of Skills That Will Prepare Them for Later Competency in Science, Math, and Technology"; (3) "Using Assessment to Learn about Children's Science Learning"; (4) "Implications for Teacher Education"; (5) "Involvement of Parents and Family"; (6) "Today's Kindergarten, Tomorrow's Workplace"; and (7) "Issues for Further Exploration." A list of participants is also included. (YDS)

ED 453 054 SE 064 394

Depeyre, Dominique; Grimm, Daniel
An Example of Strategy for International Partnership in Engineering Education through Two Different Double Degree Programs: Ten Years of Experiment in Europe and Overseas, 1987-1997.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Degrees (Academic); *Engineering Education; Foreign Countries; Higher Education
IDENTIFIERS- Austria; Belgium; Canada; Denmark; Finland; France; Germany; Greece; Italy; Japan; Netherlands; Norway; Portugal; Russia; Spain; Sweden; United Kingdom; United States

Ecole Centrale Paris has developed two different types of double degree programs since 1987. The Top Industrial Managers for Europe Program (TIME) allows French and foreign students to obtain two engineering degrees, each for a nominal study period of 5-6 years after high school graduation. Thirty-one technical universities in 14 European countries belong to the TIME network. Another double degree program works with industrialized countries whose educational system is based on

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Classroom Environment; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education; Mathematics Teachers; Preservice Teacher Education; *Values

Values in mathematics education are those deep, affective qualities which education aims to foster through the school subject of mathematics and are a crucial component of the classroom affective environment. As a result of demands that students become more economically oriented and globally conscious, mathematics educators are being challenged as to which values should be developed through mathematics education. The concern is that, although values teaching and learning inevitably happen in all mathematics classrooms, they appear to be mostly implicit. Thus, it is likely that teachers have only limited understanding of what values are being taught and encouraged. The new questions asked include: (a) What are teachers' understandings of their own intended and implemented values? (b) To what extent can mathematics teachers gain control over their own values teaching? and (c) Is it possible to increase the possibilities for more effective mathematics teaching through values education of teachers and teachers in training? In order to begin to answer these questions, the authors theorize values teaching in mathematics. In this paper the authors analyze three interrelated sources of values which permeate mathematics classrooms: general educational, mathematical, and specifically mathematics educational. The authors also analyze the various influences on teachers' values with regard to explicit and implicit values teaching through an adaptation of Billett's (1998) framework for the genesis of social knowledge. (Contains 64 references.) (Author/ASK)

ED 453 076 SE 064 750

Afrassa, Tilahun Mengesha; Keeves, John P.
Student Level Factors That Influence the Mathematics Achievement of Australian Students: A Path Analysis with Comparisons over Time.
PUB DATE- 99
NOTE- 21p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999). Document contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Grade 8; Junior High Schools; Learning; *Longitudinal Studies; *Mathematics Achievement; *Mathematics Education
IDENTIFIERS- *Australia

Over the past 30 years the International Association for the Evaluation of Educational Achievement (IEA) has conducted three international studies of mathematics at the 13-year-old level. In the three studies, in addition to mathematics achievement tests, students were required to respond to an attitude questionnaire concerning their attitudes towards mathematics, the learning of mathematics, and school learning and a general information questionnaire about themselves and their mathematics schoolwork. Australia is one of the countries which participated in all three IEA studies. In this paper path

Japan," Don Quinn Kelley; "A Texan at the Meiji Court: Richard Bennet Hubbard's Embassy to Japan, 1885-1889," Andrew S. Szarka; and "Some Positive Aspects of the Japanese Colonial Period in Micronesia, 1914 to 1935," Dirk Anthony Ballendorf); (3) "Psychology, Education and Programs" ("Psychological Aspects of the Way of Tea," Sheila Fling; "Japanese Education Reinterpeted: Reexamining Japanese and American Educational Strategies in Light of Western Educational and Social Psychology," Cheryl E. Drout; "Think Polytechnic: Japan Studies at a Technical University," William S. Pfeiffer; and "Immersion in Multicultural America: A Language and Culture Program for Japanese University Students," Harold M. Murai, Garth Lewis, Kathy Windover). Contains two book reviews. (BT)

ED 453 097 SO 032 583

Reichel, Philip L., Ed.
Japan Studies Association Journal, 2001.
SPONS. AGENCY- University of Northern Colorado, Greeley.
PUB DATE- 01
NOTE- 95p.; The Jonathan Goldstein article "Missionary versus Atheist: James Curtis Hepburn and Edward Sylvester Morse as Foreign Technical Experts in Meiji Japan" included here is a corrected version of the article that appears in the Japan Studies Association Journal, Volume 3, 2001. Published biennially.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Area Studies; Asian History; *Asian Studies; *Conflict; Foreign Countries; Higher Education; *Interdisciplinary Approach; *Japanese Culture; Minority Groups; *Religious Factors
IDENTIFIERS- *Japan; *Japanese Studies

This journal presents new perspectives and materials on Japan that are engaging, relatively jargon-free, and shaped so that their usefulness in a college classroom is readily apparent. The journal represents an example of the potential for genuine scholarship that lies within interdisciplinary studies. Articles grouped under the topic of "Minority Issues" are: "White and Yellow in California: Race Hatred and the Issei" (Michael Steiner); and "The Jewish Factor in Relations between the United States and Japan" (Naoki Maruyama). Articles grouped under "Religious Issues" are: "Mahikari beyond Japan" (W. Sanborn Pfeiffer); and "Missionary versus Atheist: James Curtis Hepburn and Edward Sylvester Morse as Foreign Technical Experts in Meiji Japan" (Jonathan Goldstein). Articles grouped under "Conflict Issues" are: "An Unequal Alliance: United States-Japanese Postwar Relations, The Mutual Security Treaties of 1951 and 1960" (Arlene Lazarowitz); "The Social Significance of the Japanese Tea Ceremony" (Mohamed D. Turay); "Stress Management and Conflict Resolution via the Way of Tea" (Sheila Fling); and "From Harmony to Confrontation in Japanese Advertising" (Joseph P. Helgert) Contains one book and one film review. (BT)

ED 453 098 SO 032 634

Clyne, Fiona; Marginson, Simon; Woock, Roger
International Education in Australian Universities: Concepts and Definitions.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Conference of the Comparative and International Education Society (San Antonio,

Stanley, William B., Ed.
Critical Issues in Social Studies Research for the 21st Century. Research in Social Education Series.
PUB DATE- 01
NOTE- 257p.; From the Research in Social Education series; Merry Merryfield, Editor.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Computers; Global Education; Higher Education; *Humanistic Education; *Research Problems; *Social Studies; Teacher Education
IDENTIFIERS- *Educational Issues

Social studies is a field struggling to reconcile multiple and, at times, conflicting rationales. The beginning of a century is an appropriate time to reflect on the condition of social studies and to question where the world has been and where it is going. The essays in this collection explore possible answers to these questions as they apply to critical areas of concern for social studies educators. The collection contains the following essays: (1) "Social Studies: Problems and Possibilities" (William B. Stanley); (2) "Defining Social Studies" (Jack L. Nelson); (3) "In Search of the Social Studies Curriculum: Standardization, Diversity, and a Conflict of Appearances" (Kevin D. Vinson; E. Wayne Ross); (4) "Climates of Constraint/Restraint of Teachers and Teaching" (Catherine Cornbleth); (5) "Toward Enlightened Political Engagement" (Walter C. Parker); (6) "Committing Acts of History: Mediated Action, Humanistic Education, and Participatory Democracy" (Linda S. Levstik; Keith C. Barton); (7) "Interrogating Privilege, Plurality and Possibilities in a Multicultural Society" (Ellen M. Santora); (8) "Moving the Center of Global Education: From Imperial World Views that Divide the World to Double Consciousness, Contrapuntal Pedagogy, Hybridity, and Cross-Cultural Competence" (Merry Merryfield); (9) "Promise and Practice of Computer Technologies in the Social Studies: A Critical Analysis" (Michael J. Berson; John K. Lee; Daniel W. Stuckart); (10) "The Future of Research on Social Studies--For What Purpose?" (James P. Shaver); and (11) "Epilogue" (William B. Stanley). (BT)

ED 453 119   SO 032 761

Jongewaard, Steve
Beyond Multiculturalism: Towards a Unification Theory for the Improvement of Cross-Cultural Communication.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council for Social Studies Great Lakes Regional Conference (Bloomington, MN, April 19, 2001). Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; Cultural Pluralism; Elementary Secondary Education; Global Education; *Intercultural Communication; Methods Courses; Models; Social Studies; Teacher Education
IDENTIFIERS- *Theory Development

This paper discusses an emerging unification theory of multiculturalism and global education called "transcultural universalism." The paper considers a "universal citizenship various cultural and social activities organized mainly for the international guests of the institution. (BT)

ED 453 137   SO 032 798

Yang, Shen-Keng
Dilemmas of Education Reform in Taiwan: Internationalization or Localization?
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (45th, Washington, DC, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Educational Change; Educational History; *Educational Innovation; Educational Trends; Foreign Countries; *Government Role; Public Education
IDENTIFIERS- *Educational Issues; *Taiwan

As Western modernity has achieved global proportions, the race for development in non-Western countries feeds back and reinforces the compulsive attempt to "keep up," in a universal process of mimicry. The theories, models, and concepts derived from Western experiences are justifiably universalized. As part of the closely interconnected global system resulted from Western rationalistic logic, Taiwan cannot escape the Western influences in educational innovation. This paper first gives an historical analysis of education in Taiwan, and then discusses the current issues of education reform in Taiwan. It cites 12 education reform mandates set forth by the government in 1998: (1) revamping national education projects, K-12; (2) fostering pre-school and kindergarten education programs; (3) removing teacher education and in-service training programs; (4) promoting impeccable diversified vocational education; (5) pursuing excellence in higher education and its development; (6) advocating lifelong learning projects; (7) strengthening educational programs designed for the handicapped; (8) invigorating educational programs for the native Taiwanese; (9) expanding access to higher education; (10) creating a new system integrating teaching, guidance, and counseling; (11) increasing the educational budget for educational research; and (12) accelerating the promotion of family values/ethics through parental education. The paper discusses six trends and issues in education in Taiwan and concludes that tensions seem to be rising between internationalization and localization in education reform, and that the final ideal should lie in the harmonious integration of localization and internationalization. Contains 30 references. (BT)

ED 453 138   SO 032 799

Iram, Yaacov
Culture of Peace: The Israeli Palestinian Case.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (45th, Washington, DC, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Athletes; *Classroom Techniques; Collegiality; Discipline; Guns; High Schools; Legal Problems; *Legal Responsibility; Middle Schools; Parent Teacher Cooperation; Parents; Secondary School Teachers; *Student Behavior; Teacher Administrator Relationship; *Teacher Responsibility; *Teacher Student Relationship

This guide presents a series of scenarios that encapsulate the legal, philosophical, and common sense challenges faced by middle and high school teachers every day. Each scenario includes the vignette, the topical problem areas into which it falls, four possible solutions, space for the readers to state what they would do in each situation, and sections on what actually happened, what should have happened, and why. Sample scenarios include: a parent threatens the teacher; the teacher witnesses students hazing another student; the teacher discovers a gun in a student's locker; the school's best athlete is failing the teacher's class; and the teacher sees inappropriate student behavior outside of the classroom. The seven chapters are: (1) "Being in Charge of Your Classroom"; (2) "Confronting Student Behaviors Outside the Classroom"; (3) "Working with Administrators and Colleagues"; (4) Dealing with Parents and the Community"; (5) "Complying with School Policy and Legal Requirements"; (6) "Responding to Perennially Sticky Issues"; and (7) "The Teacher as Professional." (Contains references.) (SM)

ED 453 158 SP 039 953

Levin, Barbara B., Ed.
Energizing Teacher Education and Professional Development with Problem-Based Learning.
PUB DATE- 01
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; Charter Schools; Critical Thinking; Disabilities; Elementary Secondary Education; *Faculty Development; Higher Education; Inclusive Schools; Inservice Teacher Education; Mainstreaming; Preservice Teacher Education; *Problem Based Learning; Problem Solving; Teacher Improvement; Thinking Skills

This collection of papers presents a variety of field-tested examples that use problem-based learning (PBL) for teacher education in many professional development settings. It describes PBL activities for preservice, novice, and experienced educators at all levels. The eight chapters describe teacher educators' experiences using PBL in their particular professional development settings. The chapters are: (1) "They Expect Teachers To Do That? Helping Teachers Explore and Take Ownership of Their Profession" (Carol D. Dean); (2) "Problem-Based Learning in an Undergraduate Educational Psychology Course" (Lee Shumow); (3) "Providing Structure for Analyzing Authentic Problems" (Jean W. Pierce and Herbert G. Lange); (4) "The Inclusion Classroom Problem: Learning about

ED 453 178 SP 039 978

McCabe, David S.
The Role of Teacher in the Classroom Community.
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; *Interpersonal Relationship; Peer Relationship; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Learning Communities

This paper discusses the importance of defining the teacher's role in building a classroom community; demonstrates the absence of research on the subject; and determines the potential effects of community on student perceptions of schooling, self-concept, and relationships with peers and teachers. It describes problems in defining teacher role in classroom communities and reviews research on the subject. Finally, it discusses future research, which will describe a conceptual model to define the teacher's role in building a classroom community. The study will also fill gaps in the literature and provide educational practitioners with insight into the importance of developing a sense of classroom community, illustrating which type of teacher behaviors are most beneficial in building and maintaining working classroom communities. The study will examine classrooms in at least four elementary schools and will include teachers with a range of experience. It will assess teacher perceptions of their role in building classroom community. Researchers will observe and document teacher-student and student-student relationships; collect classroom artifacts such as newsletters and student work; and survey and interview students and teachers. An appendix presents a time line for data collection and analysis. (Contains 34 references.) (SM)

ED 453 179 SP 039 979

Dunn, Maylan
Professional Moral Activity in Student Teaching: Constructing an Ethos.
PUB DATE- 01
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Early Childhood Education; Higher Education; Interpersonal Relationship; *Moral Development; Moral Values; Preservice Teacher Education; Student Behavior; Student Teachers; *Student Teaching; Teacher Responsibility; Teacher Role
IDENTIFIERS- *Moral Behavior

This case study examined how student teachers made professional moral decisions and developed a professional moral ethos. Amanda, the student teacher, was working in a linguistically and culturally diverse kindergarten class which involved team

Bambino, Deborah
Teaching Out Loud: A Middle Grades Diary from MiddleWeb.
PUB DATE- 99
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Computer Uses in Education; *Diaries; Journal Writing; *Middle School Teachers; *Middle Schools; Science Teachers; World Wide Web
IDENTIFIERS- Teacher Journals

This book presents an eighth grade science teacher's diary. For 36 weeks during the 1998-99 school year, this middle school teacher explored her teaching life on the World Wide Web. Each week, hundreds of visitors to MiddleWeb followed the ups and downs of her professional journey, experiencing her enthusiasm at the opening of school, watching as she raised difficult issues before her Critical Friends Group and as she questioned the effectiveness of her own teaching, sharing her grief and puzzlement over the Columbine tragedy, and following her as the school year drew to a close. (SM)

ED 453 199 SP 040 000

Hirsch, Eric
Teacher Recruitment: Staffing Classrooms with Quality Teachers.
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alternative Teacher Certification; *Educational Quality; Elementary Secondary Education; Personnel Selection; *Teacher Competencies; *Teacher Recruitment; Teacher Salaries; Teacher Supply and Demand; Teaching Conditions; *Teaching Skills

This strategy brief identifies current strategies developed by states to recruit and hire quality teachers. It describes innovative efforts to attract students and mid-career professionals to the teaching profession, as well as incentives to lure well-qualified and experienced teachers to hard-to-staff schools and subject areas where teachers are in short supply. The brief discusses complex factors that both challenge and support the recruitment and retention of the teaching workforce, including growing student enrollments, an aging teaching population, poor working conditions, a mismatch in the supply and demand of quality teachers, and local school districts being pressured to hire minimally qualified teachers. The brief offers several suggestions for strengthening the recruitment of high quality teachers, including: collecting and analyzing teacher supply and demand data; increasing teacher salaries; strengthening early outreach; supporting effective alternative certification programs; integrating recruitment initiatives into comprehensive strategies to better address teacher quality; streamlining the hiring process; and evaluating and modifying recruitment policies based on effective practices. An appendix presents selected state teacher recruitment enactments from the 2000 legislative session. (SM)

ED 453 200 SP 040 001

What Is Happening in this Class questionnaire (B. Fraser, 1998) and three scales of the Constructivist Learning Environment Survey (P. Taylor, B. Fraser, and D. Fisher, 1997). Validation data showed these 10 scales to have sound structural characteristics. Results for the comparison of classroom environment in Australia, Canada, and the United Kingdom were mixed. Tests of significance revealed that the environment in mathematics classes in the three countries differed significantly on some scales with Canadian schools having higher levels of Investigation and Personal Relevance than their Australian and British counterparts. In general, grade 8 students held more positive perceptions of their mathematics classrooms than did grade 10 and grade 12 students. Female students generally perceived their mathematics classroom more positively than did male students. (Contains 3 tables, 2 figures, and 20 references.) (Author/SLD)

ED 453 219 TM 032 570

Barron, Kenneth E.; Harackiewicz, Judith M.; Tauer, John M.
The Interplay of Ability and Motivational Variables over Time: A 5 Year Longitudinal Study of Predicting College Student Success.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Academic Achievement; *Achievement Need; *College Students; Educational Objectives; Higher Education; Longitudinal Studies; Prediction; Predictor Variables; Psychology; *Student Motivation

Researchers conducted a longitudinal study of achievement goals and ability measures to investigate the predictors of academic success over the course of 471 students' college careers. First, researchers examined which variables that were important in predicting students' interest and performance in an introductory psychology course taken in their first semester in college. Then, researchers followed students until they graduated to examine long-term consequences in terms of continued interest in psychology courses and subsequent performance in psychology classes. Achievement goals and ability measures each contributed unique variance in predicting initial and long-term outcomes. Ability measures, however, were only linked to academic performance outcomes, but achievement goal measures were linked to both interest and performance outcomes. The impact of achievement goals, ability, and initial experiences in introductory college courses is discussed. (Contains 1 table, 3 figures, and 11 references.) (Author/SLD)

ED 453 220 TM 032 571

Lumley, Dale R.; Yan, Wenfan
The Impact of State Mandated, Large-Scale Writing Assessment Policies in Pennsylvania.
PUB DATE- 01
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Curriculum Development; *Group Dynamics; Higher Education; *Large Group Instruction; Lecture Method; Small Group Instruction; *Undergraduate Students

This paper focuses on some of the key issues involved in implementing a collaborative design project in the setting of the large undergraduate lecture course at a major research university, offering a preliminary analysis of the assignment mainly as a function of how students managed and interpreted it. The collaborative design project was assigned to students in the Human Biology Core Course at Stanford University in 1999. At staggered points throughout the quarter, 24 groups of approximately 10 students each were asked to produce informative Web sites on assigned topics. A number of approaches, including videotaping cooperative sessions, focus groups, and student surveys, were used to study group interactions for two of these groups. Findings show that each of the two groups experienced different types of successes and difficulties. One group engaged more deeply with the course content and developed an egalitarian and supportive participatory structure for its members. This group demonstrated greater learning and greater success at collaborating than the members of the other group. The other group managed its problems of project and resource management largely by working in subgroups and treating a fairly simple project in the most straightforward manner possible. The group members did not necessarily learn a great deal about their topic overall, but they produced a superior final product as assessed for a course grade. These findings draw attention to the different strands of the group process that are entailed in collaborative design. They point to the need for adequate scaffolding along each of several lines to avoid problems. (Contains 35 references.) (SLD)

ED 453 239 TM 032 590

Schaeffer, Evonne; Bhargava, Tina; Nash, John; Kerns, Charles; Stocker, Scott
Innovation from within the Box: Evaluation of Online Problem Sets in a Series of Large Lecture Undergraduate Science Courses.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Educational Innovation; *Educational Technology; Large Group Instruction; Lecture Method; *Online Systems; *Problem Sets; Sciences; *Student Attitudes; Undergraduate Students; Undergraduate Study
IDENTIFIERS- Student Engagement

A technology-mediated solution to enhance the learning experience for students in a large lecture setting was evaluated. Online problem sets were developed to engage students in the content of a human biology course and implemented in the classes of eight faculty coordinators. The weekly problem sets contained several multiple choice problems, each with space for an open-ended rationale. Each quarter, the online problems were worth goals are determined by the expected level of student performance, the percentage of students within a school that must meet the state's standards, and the length of time given to reach those standards. School success in relation to those goals can also be defined in a number of ways, including reaching an absolute target, making progress, and narrowing the gap between the highest and lowest performers. The differences in state definitions and expectations has major implications for the design of federal Title I policy. Schools with comparable levels of performance could be identified as being in need of improvement in one state, and thus eligible for federal, state, and local resources, but not selected in another state. The criteria for identifying low-performing schools often interact with the level of resources available to assist these schools. A major question will be the degree to which federal goals can or should override flexibility in the design of state accountability systems. (SLD)

ED 453 259   TM 032 796

Rotou, Ourania; Elmore, Patricia B.; Headrick, Todd C.
Number Correct Scoring: Comparison between Classical True Score Theory and Multidimensional Item Response Theory.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Response Theory; *Scoring; Standardized Tests; Test Items; *True Scores
IDENTIFIERS- *Classical Test Theory; *Number Right Scoring; Weighting (Statistical)

This study investigated the number-correct scoring method based on different theories (classical true-score theory and multidimensional item response theory) when a standardized test requires more than one ability for an examinee to get a correct response. The number-correct scoring procedure that is widely used is the one that is defined in classical true-score theory (CTT). In CTT, a test score is equal to the number of items an examinee answered, so that all items are weighted "one." It is also possible to use a form of number-correct scoring in which the weights of items are different. In this study, the accuracy of estimated number-correct scores relative to true number-correct scores under CTT, multidimensional item response theory (MIRT) and both MIRT and CTT were studied using simulated data for a standardized test in which true scores and estimated scores were known. A method in which item weights were based on MIRT and test scores based on CTT (MIX method) was found to be the most accurate method used to estimate the true score on an examinee. This MIX method was also significantly different from the other three scoring methods using the bootstrap analysis. An appendix contains definitions of the notations representing the various parameters and approaches. (Contains 20 references.) (SLD)

ED 453 260   TM 032 797

Elmore, Patricia B.; Rotou, Ourania
A Primer on Basic Effect Size Concepts.
PUB DATE- 01
NOTE- 13p.; Paper produced at the Annual Meeting of the American

needs. The research done in the Observatory revealed profound differences in the use and understanding of the notion of innovation in different countries. Innovation was often replaced by a close synonym, such as "change," "development," or "reform," to reflect different historical, sociological, or political patterns of thought implemented in different European countries. (Contains 4 tables, 86 references, and 200 endnotes.) (Author/SLD)

ED 453 279 TM 032 816

Taherbhai, Husein; Young, Michael James
An Analysis of Rater Impact on Composite Scores Using the Multifaceted Rasch Model.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluators; *High School Students; High Schools; *Interrater Reliability; Item Response Theory; Reading Tests; *Scores
IDENTIFIERS- *Rasch Model; *Weighting (Statistical)

This empirical study used data from the Reading: Basic Understanding section of the New Standards English Language Arts Examination. Data were collected for 3,200 high school students randomly selected from those who took the examination. The resulting sample had 16 raters who scored 200 students each, with each student rated by only 1 rater. The data were manipulated to form different weighted composite scores, which were then analyzed for rater effects, using the multifaceted Rasch model. Results indicate that main and interactive effects of raters and weighted composite scores can have varied effects on student ability estimates. Care in using weighted scores is suggested, and the use of simulated data is recommended to replicate empirical results with both the one-parameter and the two-parameter item response theory models. (SLD)

ED 453 280 TM 032 817

Thornton, Stephen J.
Caring and Competence: Nel Noddings' Curriculum Thought.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Objectives; *Educational Theories; Elementary Secondary Education; *Student Interests
IDENTIFIERS- *Caring; *Noddings (Nel); Reform Efforts

Nel Noddings makes the case that producing caring and competent people ought to be the principal goal of education, suggesting that educators establish the conditions in which students with differing interests, capacities, and needs can achieve things that are educationally worthwhile. This paper considers how Noddings approaches two questions fundamental to curriculum

"Lesbian, Gay, and Bisexual Students: Experiences with the University of Massachusetts Boston"; "Diversity Research Initiative: Students' Learning Experiences and Educational Environments at CPCS"; and "Analyzing the Impact of Asian American Studies in the Curriculum: Making Meaning Over Time in the Lives of Alumni." Section 4 presents "Sample Materials Developed by DRI Teams." (Some papers contain references.) (SM)

ED 453 300 UD 034 156

Foster-Bey, John A.
Metropolitan Growth and Economic Opportunity for the Poor: If You're Poor Does Place Matter?
SPONS. AGENCY- Northwest Area Foundation, St. Paul, MN.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 33p.; "With research assistance from Christopher Hayes."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Environment; *Economically Disadvantaged; Educational Quality; Employment Opportunities; Employment Patterns; *Poverty; *Urban Areas
IDENTIFIERS- Working Poor

This paper focuses on why metropolitan areas vary in their capacity to translate generally high employment rates into economic opportunity for the disadvantaged. Data come from the Urban Institute's Urban Underclass Database, which includes poverty and employment data for 1980 and 1990 for the 100 largest metropolitan areas down to the Census tract level. Despite unprecedented economic growth since 1993, large segments of the population remain poor, and many cities have unacceptably high rates of poverty and economic disadvantage. The first section of this paper illustrates the wide divergence among metro areas along two dimensions: (1) the proportion of residents employed, compared with the proportion who are poor and (2) the relationship between 1980-90 employment change in a metro area and the 1980-90 change in that area's poverty rate. The second section uses multiple regression to distill the systematic influence of structural factors on the ability of a metro area to convert employment and employment growth into poverty reduction. Among these factors are the quality of education, industrial structure, and forms of business ownership in a given metro area. The third section identifies metro areas whose experiences are exceptions to the patterns predicted by those structural factors. The final section discusses potential implications of the findings and suggests next steps for research. (SM)

ED 453 301 UD 034 167

Baker, Spencer, R.; Robinson, Jack E.; Danner, Mona J. E.; Neukrug, Edward S.
Community Social Disorganization Theory Applied to Adolescent Academic Achievement.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

chapters that open with scenes from the town and continues with activities for teaching, practicing, and assessing skills. The chapters are: (1) "Introducing Dialogue"; (2) "Escalation"; (3) "Managing Anger"; (4) "Using 'I' Statements"; (5) "Reducing the Bias in Language"; (6) "Active Listening"; (7) "Positions and Interests"; (8) "Methodological Belief"; (9) "Research"; and (10) "Building Solutions." Two appendixes present a format for a dialogue and scoring and materials for a dialogue about requiring students to learn a foreign language. (SM)

ED 453 320   UD 034 195

Kreidler, William J.; Furlong, Lisa
Adventures in Peacemaking: A Conflict Resolution Activity Guide for School-Age Programs.
PUB DATE- 95
NOTE- 350p.; Produced with Libby Cowles and IlaSahai Prouty. Project funded by the AT&T/Lucent Technologies, the Communication Workers of America, and the International Brotherhood of Electrical Workers.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *After School Programs; Anger; *Conflict Resolution; Cultural Awareness; Diversity (Student); Elementary Education; *Interpersonal Communication; *Interpersonal Competence; Peace; Peer Mediation; Problem Solving; Recreational Activities; Social Bias; Stereotypes

This guide includes hundreds of hands-on, engaging activities designed to meet the unique needs of after-school programs, camps, and recreation centers. The activities teach the skills of creative conflict resolution to school-age children through games, cooperative team challenges, drama, crafts, music, and cooking. It includes easy-to-implement strategies and tips for providers to both reduce conflict in their programs and intervene effectively when conflict does occur. The 10 chapters include: (1) "Introduction"; (2) "Handling Conflict in the Peaceable Program"; (3) "Clubs, Clusters, Themes, and Projects"; (4) "Making Activities Adventuresome"; (5) "Cooperation" (cooperative skill building; getting acquainted and team building; cooperative games; and cooperative challenges and group problem solving); (6) "Communication" (communication skill building; observation, memory, and point of view; exploring communication; and listening and speaking activities); (7) "Expressing Feelings" (emotional skill building; group trust and emotional safety; expanding feeling vocabularies; and expressing and managing anger); (8) "Appreciating Diversity" (skill building; looking at differences and similarities; exploring other cultures; and understanding stereotyping, prejudice, and discrimination); (9) "Conflict Resolution" (skill building; exploring conflict and conflict resolution; practicing conflict resolution; and peer mediation training); and (10) "Peacing It All Together." (Contains 14 references.) (SM)

ED 453 321   UD 034 196

Hart-Shegos, Ellen
Homelessness and Its Effects on Children.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English

Best, Tim
Crossing the Continuum: Results of Ohio's Annual Education Technology Assessment.
PUB DATE- 00
NOTE- 29p.; In: The Secretary's Conference on Educational Technology, 2000: Measuring Impacts and Shaping the Future. Proceedings (Alexandria, VA, September 11-12, 2000); see IR 020 668.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Development; *Educational Assessment; *Educational Development; *Educational Technology; Elementary Secondary Education; State Programs
IDENTIFIERS- Ohio; Ohio SchoolNet

The first section of this paper presents the results of Ohio's 1999-2000 Annual Education Technology Assessment. Topics addressed include: the assessment methodology, progress toward eight SchoolNet goals, and better state and local decisions; overall progress toward building the infrastructure and fostering the growth of new practices; and needed improvements related to connectivity and access, knowledge generation, teacher learning, and technology productivity. The second section of the paper discusses Ohio's new economic landscape. This section covers: (1) workforce development, including emerging economic centers, Ohio's investments in high tech industries, and the state's key long-term strategy; (2) economic advantages of global, digital, knowledge-based schools, including a global perspective and a look at students prepared for the digital world and for knowledge work; and (3) the next steps in the transition to global, digital, knowledge-based schools, including equitable connectivity and access statewide, investment in the knowledge generation, support for teacher learning, and improved technology productivity. (Contains 63 references.) (MES)

ED 452 836 IR 020 676

Heinecke, Walter; Blasi, Laura; Skerker, Sarah
The Process of an Evaluation in Progress. Measuring the Impact of Teaching with Technology: Comprehensive Interdisciplinary Performance Assessment.
PUB DATE- 00
NOTE- 60p.; In: The Secretary's Conference on Educational Technology, 2000: Measuring Impacts and Shaping the Future. Proceedings (Alexandria, VA, September 11-12, 2000); see IR 020 668.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; *Computer Uses in Education; *Educational Assessment; *Educational Technology; Evaluation Methods; *Instructional Effectiveness; *Measurement Techniques; Primary Education; Reading Skills; Skill Development; Student Attitudes; Writing Skills
IDENTIFIERS- Montgomery County Public Schools MD; North Central Regional Educational Laboratory; Technology Implementation; *Technology Utilization

This paper discusses a pilot project in progress at Mantua Elementary School in Fairfax, Virginia begun on September 1,

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Censorship; Children; Classification; Federal Legislation; Federal Regulation; Foreign Countries; *Internet; *Legal Responsibility; *Library Policy; Library Role; Library Services; *Pornography; *Public Libraries
IDENTIFIERS- Australia; Filters

This paper discusses the legal obligations owed by librarians to the users of their facilities, focusing on the viewing of pornography on the Internet in the public library. The meanings commonly ascribed to the word censorship are presented. Australian federal law that governs the classification of films, videos, computer games, and publications and sets up the requirements related to their access and display is summarized. The guidelines for classification are presented, including the criteria for Refused Classification items, i.e., items that cannot legally be made available. Libraries' obligations under the Online Services Act are addressed, as well as child protection ramifications of Internet pornography in public libraries. Finally, the adequacy of existing policies in libraries is considered, and it is concluded that there are effective ways in which libraries can be both provider and protector. (Contains 26 references.) (MES)

ED 452 856 IR 058 115

Brodie, Maxine
The Impact of Change on Research Libraries: The State Library of New South Wales.
PUB DATE- 00
NOTE- 8p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Archives; Foreign Countries; Information Literacy; Information Technology; Library Collections; Library Cooperation; *Library Development; *Library Services; Models; Organizational Change; Preservation; *Research Libraries; *State Libraries; Users (Information); World Wide Web
IDENTIFIERS- Australia (New South Wales); *Technological Change

This paper discusses the impact of change on the State Library of New South Wales (Australia), a large public research library charged with the care and continuing use of a documentary heritage. The first section provides background on the State Library, including history, collection, mission, and use. The second section describes library clients, including four distinct client groups (i.e., professional readers, personal interest readers, work/business readers, and students), development of a three-tiered service model, promotion and development of information literacy. The third section describes collections, including the addition of items to the library's World Wide Web catalog, the preservation of paper and electronic resources, and collection development policy. The fourth section considers the importance of two key capabilities, i.e., the competencies of library staff, and the success of collaborations with other organizations. The fifth section addresses context, presenting libraries of documentary heritage as part of a broad canvas of political, economic, and social values. (Contains 18 references.) (MES)

Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Access to Information; Change Agents; Foreign Countries; Higher Education; Information Technology; *Librarian Teacher Cooperation; *Library Cooperation; Library Role; *Library Services; Multimedia Instruction
IDENTIFIERS- Electronic Resources; United Kingdom; United States; University of Melbourne (Australia)

This document contains two papers that discuss information provision to customers at the University of Melbourne (Australia) library in light of the merger of the library with information technology (IT) and multimedia education. The first paper addresses the following issues involved in providing this service: content--collection and access decisions based on the academic programs of the University; cooperation--strategic alliances among academics, library staff, IT staff, and multimedia education staff, so that the new Information Division becomes an integral part of teaching, learning, and research activities; gateways--focal points on the World Wide Web for providing access to information for a discipline, including print as well as electronic resources; authorization and authentication--allowing students and staff to access resources from anywhere at any time; statistics--data to indicate usage of electronic resources; and promotion of the library. The second paper provides examples of the different types of collaborative partnerships that are emerging among libraries in the United Kingdom, United States, and Australia. The paper then focuses on the University of Melbourne experience, highlighting: positioning the library to meet the agenda; new services; the Percy Baxter Collaborative Learning Centre; collaborative multimedia projects--researching history and the postgraduate library; and librarians working in faculty. (Contains 13 references.) (MES)

ED 452 878 IR 058 137

Trevitt, Chris
Flexible Learning in Higher Education: Examining the Case for the "Learning Profession" and the "Learning Discipline."
PUB DATE- 00
NOTE- 9p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Higher Education; Intellectual Disciplines; *Lifelong Learning
IDENTIFIERS- *Flexible Learning; *Learning Organizations

This paper considers a new way of framing the changes currently being pursued in higher education course provision. The introduction presents two propositions: that lifelong learning and the notion of the learning individual is becoming a central consideration in our society; and that those who work in institutions should be striving to build a learning organization or learning university. The first section businesses. Students gain hands-on experience in creating a business in either a simulated environment or in the real marketplace. In elementary and middle schools, entrepreneurship is often integrated into curricula as a social studies unit; in high school, a business education unit. This digest lists several programs for the K-12 environment, including The New Youth Entrepreneur, PACE (Program for Acquiring Competence in Entrepreneurship), and Own the Place. It also discusses curricula and specific programs for at-risk youth. In the higher education environment, university professors and community college instructors have developed a variety of curricula for entrepreneurship, covering such topics as: concept of entrepreneurship, the characteristics of entrepreneurs, the value of entrepreneurship, building a business, developing an idea, and managing a business. Textbook sources for the college classroom are also presented. (JA)

ED 452 898 JC 010 342

College Profiles, 2000: Public Community and Technical Colleges of Texas.
PUB DATE- 00
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Enrollment; *Institutional Characteristics; Public Colleges; *School District Spending; *Student Characteristics; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Texas

This document provides summary statistics for the 74 public community and technical colleges in Texas. Section 1 presents the tax base, collections and total assessed tax rates for the 50 community college districts; total education and general fund expenditures; and federal financial assistance. Section 2 offers a one-page "snapshot" of each institution, covering primary service area population, district assessed valuation and tax rate, district total education and general fund expenditures, total course-based remediation appropriations, faculty information, student characteristics, full-time-student-equivalent enrollment, number and levels of college technical programs offered, and college degrees and certificates conferred. Highlights include: (1) total/weighted average system federal financial assistance was $383,453,870; (2) statewide total headcount for fall 1999 was 435,323--53.9% of whom were white, 28.4% Hispanic, 11% black, and 4% Asian; (3) statewide, females made up 57% of fall 1999 enrollment; (4) statewide, 57% of student declared academic majors and 43% technical majors; (5) average age in fall 1999 was 25; and (6) statewide, 39% of faculty are full time. (JA)

ED 452 899 JC 010 343

A Re-Examination of Faculty Hiring Processes and Procedures.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Community Colleges; Contracts; Employer Employee Relationship; *Employment Practices;

Association of Colleges of Applied Arts and Technology of Ontario
2001 Environmental Scan.
PUB DATE- 01
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Demography; Economic Climate; *Educational Environment; *Environmental Scanning; Foreign Countries; *Futures (of Society); Long Range Planning; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

The 2001 Environmental Scan for the Colleges of Applied Arts and Technology of Ontario is designed to assist colleges in their strategic planning processes. It provides information about economy and labor, various trends in education and training, postsecondary enrollment and demographics, transfer payments and operating grants, Ontario's population projections, 2000 Ontario and federal budgets, and college staffing. Results include: (1) the business services industry is expected to grow the fastest in 2000 at a projected rate of 7.2%, continuing the trend of previous years; (2) the Greater Toronto Area is leading Ontario's growth, fueled by some of the fastest growing industries such as finance, insurance, real estate and construction; (3) over the decade 1999-2000, net migration will add one million people to the population of Ontario, accounting for 75% of total population growth increase; (4) colleges continue to tailor their program offerings to address growth areas in the economy and provide graduates with the necessary skills; and (5) overall, full-time postsecondary enrollment in Ontario colleges remained relatively similar between 1998-99 and 1999-2000, rising by less than 1% from 138,820 to 139,466 students. (Contains 16 references, and numerous figures and charts.) (JA)

ED 452 920 JC 010 368

Kee, Arnold M., Ed.
Removing Vestiges: Research-Based Strategies To Promote Inclusion, December 2000.
PUB DATE- 00
NOTE- 39p.; Produced by the American Association of Community Colleges, Minority Resources Center. Published irregularly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; College Administration; *College Environment; Community Colleges; *Cultural Pluralism; *Diversity (Student); *Educational Practices; Higher Education

This document contains four articles that provide research-based strategies to promote diversity in the higher education community. Diversity programming at many community colleges tends to be event-centered, whether those events are annual, such as Native American Awareness Month, or incidental, like responses to high-profile hate crimes. However, greater benefits can result from practicing diversity daily. Weaving diversity into everyday life on campus can strengthen bonds between the institution and its under-represented members. The first article, "The Relationship between Race and Socioeconomic Status (SES): Implications for Institutional Research and Admissions Policies" (Bernal, Cabrera, Terenzini), examines how policies that replace the use of race with nonracial socioeconomic factors affect student diversity. States like

Chemical Hygiene Administrator and Laboratory Employee) are discussed, along with general rules of laboratory operation (i.e., material handling, waste management, glassware, and inspections). Exposure control measures (i.e., laboratory design and employee exposure protection), employee information and training (training records and emergency procedures), exposure monitoring and medical attention (physician's reports and medical exams), and standard operating procedures (i.e., hazardous materials and distillation) are all described in detail. (CJW)

ED 452 941 JC 010 391

Harter, James L.; Jones-Walker, Judy
The Influence of an Intensive Faculty-Guided Mentoring Program on the College Adjustment of At-Risk Students: A Qualitative Assessment.
PUB DATE- 00
NOTE- 7p.; "A Funded Grant Submitted to the Ohio Association of Developmental Educators."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Developmental Studies Programs; *High Risk Students; *Mathematics Instruction; Mentors; Program Implementation; *Reading Instruction; *Skill Development; Two Year Colleges; *Writing Improvement

Mercy College (Ohio) has expanded its services for at-risk students, due to the fact that many of these students are not functioning at college level in writing, math, and reading. The hope of attaining a college education among at-risk students is high, and it is important that they receive help in their areas of need. To help accomplish this goal, Mercy initiated the Remedial Education Addressing Collegiate Hurdles (REACH) faculty-guided mentoring program. Structured sessions between at-risk students and faculty mentors help students adjust to academics and to provide the nourishment of a learning community. Project objectives are to implement the program in the student's first year of college, generate qualitative data to assess the value of intensive mentoring as perceived by both students and mentors, and examine the impact of mentoring with overall adjustment to college environment. Students are able to get tutoring and support services, have access to computer programs that help increase deficits in specific academic areas, and are able to utilize the Student Success Center (for academic, social, spiritual, and personal growth). Grant funds will be utilized for providing professional development and training of the faculty mentors, purchasing journaling software, and assessing the influence an intensive faculty-guided mentoring program has on the college adjustment of REACH participants. (Contains 13 references.) (CJW)

ED 452 942 PS 028 873

Archer, Caroline
First Steps in Parenting the Child Who Hurts: Tiddlers and Toddlers. Second Edition.
PUB DATE- 99
NOTE- 128p.; Foreword by Dr. Vera Fhalberg.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

Skills"; (8) "Information and Communication Technology"; and (9) "Optional Courses" in Career and Technology Studies, Fine and Performing Arts, and Language Programs and Courses Other than English. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 960 PS 029 443

Curriculum Handbook for Parents, 2000-2001: Grade 8.
PUB DATE- 00
NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 public school series, see ED 421 282-292. For the 2000-2001 public school series, see PS 029 435-445.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 8; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 8 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 8 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Information and Communication Technology"; and (9) "Optional Courses" in Career and Technology Studies, Fine and Performing Arts, and Language Programs and Courses Other than English. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 961 PS 029 444

Curriculum Handbook for Parents, 2000-2001: Grade 9.
PUB DATE- 00
NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 public school series, see ED 421 282-292. For the 2000-2001 public school series, see PS 029 435-445.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

and finances and funding. Chapter 5, "People," discusses issues related to staff recruitment, management, and training and development for staff, parents, and caregivers. Chapter 6, "Collaboration," concerns how PEEP worked with other providers. Chapter 7, "Collecting Evidence," addresses issues related to monitoring and evaluation. Chapter 8, "What People Have Said," presents responses about the program from parents, staff, and other providers showing how the program has affected participants so far. Chapter 9, "What Have We Learned?" examines the aspects of the program that have gone well and challenging issues that generate resolutions for PEEP in Phase 2 of the program. (Contains a 91-item bibliography.) (KB)

ED 452 979   PS 029 469

Wright, Lois E.
Toolbox No. 1: Using Visitation To Support Permanency. Toolboxes for Permanency.
PUB DATE- 01
NOTE- 200p.; For Toolbox No. 2, see PS 029 495.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adoption; Attachment Behavior; *Biological Parents; Caseworker Approach; Change Strategies; Child Welfare; *Foster Care; *Foster Children; Foster Family; *Parent Child Relationship; Social Services
IDENTIFIERS- Family Preservation Services; Out of Home Care; *Parent Visitation; *Permanency Planning (Foster Care)

Although permanency planning has been a central focus of child welfare practice since the passage of the Adoption Assistance and Child Welfare Act in 1980, new requirements of the Adoption and Safe Families Act of 1997 encourage concurrent planning on reunification and another alternative such as adoption. This guide is intended to assist child welfare staff as they confront how best to plan and implement visits between parents and their children in out-of-home care to achieve permanency goals within the context of current federal legislation. The chapters are: (1) "Introduction," presenting information on federal legislation; (2) "Defining Visitation"; (3) "Why Visitation Is Important"; (4) "The General Experience of Visitation"; (5) "Context for Visitation Services"; (6) "Variations and Issues in Visitation"; (7) "Strategies for Improving Visitation"; and (8) "Promising Programs and Practices." The guide's seven appendices provide checklists and summaries to guide casework practice, and sample forms and instruments from various visitation programs. (Contains 58 references.) (KB)

ED 452 980   PS 029 470

Orr, J. Evelyn; Baker, Sue; Schirling, Elsa; Sanders, Lee; Huffman, Lynne; Mendoza, Fernando
A Book a Day Keeps the Doctor Away: A Look at the Implementation and Effects of Reach Out and Read, a Pediatric Clinic-Based Early Literacy Promotion Program.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 46p.; Study supported by the Lucille Packard Foundation for Children's Health. J. Evelyn Orr was supported by the Stanford Graduate Fellowship Program.

Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, 2001.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 162p.; For individual papers, see PS 029 508-514. For Spring 2000 edition, see ED 439 849. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Early Childhood Education; Electronic Journals; Kindergarten Children; *Preschool Curriculum; *Reggio Emilia Approach; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Project Approach (Katz and Chard); Visual Motor Functioning

Early Childhood Research and Practice (ECRP), a peer-reviewed, Internet-only journal sponsored by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE), covers topics related to the development, care, and education of children from birth to approximately age 8. The journal emphasizes articles reporting on practice-related research and on issues related to practice, parent participation, and policy. Also included are articles and essays that present opinions and reflections. The first part of this issue of ECRP contains the following major articles on research and practice: (1) "A Trip to the Zoo: Children's Words and Photographs" (Darlene DeMarie); (2) "Locatives and Visuomotor Skills in the Kindergarten Year" (Deborah Marr, Mary-Margaret Windsor, and Sharon Cermak); and (3) "Teachers' Beliefs and Teaching Beliefs" (James Raths). The second part presents the following observations and reflections: (1) "Clouds Come from New Hampshire": Confronting the Challenge of Philosophical Change in Early Childhood Programs" (Ellen P. Dodge, Barbara N. Dulik, and John A Kulhanek); (2) "Reactions to Visiting the Infant-Toddler and Preschool Centers in Reggio Emilia, Italy" (Tess Bennett); and (3) "Reflections and Impressions from Reggio Emilia: 'It's Not about Art!'" (Nancy B. Herzog). An additional feature article focuses on the Project Approach, "The Combine Project: An Experience in a Dual-Language Classroom" (Rebecca Wilson). The journal concludes with a recent ERIC database search on the Reggio Emilia Approach, and a description of new ERIC/EECE publications and activities, along with general information and links related to the journal. (HTH)

ED 452 997 PS 029 508

DeMarie, Darlene
A Trip to the Zoo: Children's Words and Photographs.
PUB DATE- 01
NOTE- 27p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, 2001; see PS 029 507. Portions of the results of this study were presented at the 1995 Annual Meeting of the Ohio Association for the Education of Young Children and the 1999 Annual Meeting of the Early Childhood Association of Florida.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Cognitive Development; Curriculum Enrichment; Elementary Education; *Field Trips; *Learning Readiness; Photographs; Preschool Education; Schemata

differences between nontraditional and near-traditional Navajo high school students. A survey of 829 Navajo students in grades 9-12 examined the relationships among nontraditional factors (speak English, live in town); near-traditional factors (speak Navajo, live in rural areas); gender; social goals (approval, concern); and achievement goals (mastery, approach, avoidance). English speakers scored higher than Navajo speakers for concern; rural students scored higher than town students for approval; while females scored higher than males for concern. Males scored higher than females for approach and for avoidance. There were no other significant differences. The relations of language and gender to mastery were completely mediated by concern, while the relations of rural/urban location to approach were completely mediated by approval. It was concluded that nontraditional and near-traditional Navajo students are more similar than dissimilar and that Navajo high school students' social goals play an important role in their achievement goals. Four appendices present survey items and statistical tables. (Contains 46 references.) (TD)

ED 453 017   RC 022 959

Manual on Functional Literacy for Indigenous Peoples.
PUB DATE- 99
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Foreign Countries; *Functional Literacy; *Indigenous Populations; *Literacy Education; Minority Groups; Program Development; *Teacher Education; Teaching Guides
IDENTIFIERS- *Asia Pacific Region; Learner Centered Instruction; UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO) recognizes that to participate more actively in society, indigenous communities in the Asia-Pacific region must make the transition from oral literacy traditions to those that combine oral and written literacy. This manual is a practical guide for training future trainers of literacy programs in indigenous communities. Based on a more general training manual already in use in the region, it is particularly designed for provincial/district supervisors and trainers of trainers. Chapters 1-3 give an overview of the main issues related to literacy as well as how these issues transfer to the particular literacy needs of indigenous peoples in the Asia-Pacific region. Chapters 4-7 give trainers direct support to establish, run, and promote literacy training programs in indigenous communities. Chapter 8 shows the transition to continuing education. The manual has been conceived to support interactive literacy training programs where trainers are actively engaged in the learning process. In this sense, it adopts a learner-centered approach to training and functional content areas. In each chapter the objectives are set out, followed by an introduction, tasks, content, and review activities. Tasks are meant to stimulate learners' involvement in reflecting on the chapter's objectives. Where appropriate, extra materials are provided for reproduction and direct use by trainers. (Contains 24 references and a glossary.) (Author/TD)

ED 453 018   RC 022 965

Growing Partnerships for Rural Special Education. Conference

PUB DATE- 01
NOTE- 8p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Accommodations (Disabilities); College School Cooperation; Curriculum Development; Elementary Secondary Education; Higher Education; Inclusive Schools; *Practicums; *Preservice Teacher Education; Program Evaluation; Rural Education; *Special Education; *Student Teacher Attitudes; Student Teachers; Teacher Collaboration

A study assessed perceptions of 90 preservice teachers about the quality of their participation in practica experiences in a consultation and curriculum adaptation course collaboratively developed and supervised by a small midwestern university and rural school personnel. Data were collected over three semesters in the form of written responses followed by a large-group discussion. Findings indicate that preservice teachers considered the curriculum and materials adaptation practica to be valuable experiences in which they performed and were treated professionally. Preservice teachers reported making numerous and varied adaptations to accommodate real students in authentic and difficult learning situations. However, many consulting teachers did not indicate or apply previous knowledge of consultation or collaboration. Even at the end of the semester, student teachers remained weak in their understanding of the consultation model. Although it became evident that adaptations apply to all subject areas, many preservice teachers expressed a need for increased presentation of ideas for adaptations. There was an apparent lack of connection between the student teacher evaluation responses and outlined course units and topics, as several areas of course content were not addressed in their responses. In addition, student teachers found it disjointed and disconcerting to have one course instructor and another faculty member supervise the practica, or even two section instructors and one practica supervisor. (Contains 17 references.) (TD)

ED 453 036 RC 022 983

Belcher, Rebecca Newcom
Predictive Factors for the Enrollment of African American Students in Special Education Preservice Programs.
PUB DATE- 01
NOTE- 6p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Colleges; *Black Students; Elementary Secondary Education; Equal Education; Higher Education; *Occupational Aspiration; *Preservice Teacher Education; Racial Bias; Special Education; *Special Education Teachers; Special Needs Students; *Student Attitudes; Student Surveys; Teacher Shortage
IDENTIFIERS- African Americans; Disproportionate Representation (Spec Educ); *Missouri

The overrepresentation of African American students in special education programs is of national concern. Research has the North American organization; that is, with an intermediate degree, the Bachelor's degree, before the Master's degree. There are 25 Technical Universities in four countries in this program. After some general information on these two double degree engineering programs, some figures are discussed regarding the origin of students while presenting some advantages of this new way of international engineering studies. The impact of these two programs on industrial recruitment will be seen through the kinds of jobs, the location of jobs, and the types of companies they effect. Some comments are included on this 10-year experience and on projects for the future. (SAH)

ED 453 055 SE 064 491

Rubin, Andee
Technology Meets Math Education: Envisioning a Practical Future Forum on the Future of Technology in Education.
PUB DATE- 99
NOTE- 19p.; Some pages may not photograph well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Uses in Education; *Educational Change; *Educational Technology; Elementary Secondary Education; *Mathematics Education

This paper looks at computers from the perspective of mathematics education instead of looking at mathematics education from the perspective of the computer. Several categories of technology use are discussed, noting the present situation and future possibilities. Five powerful uses of technology in mathematics education are listed, and factors that are necessary to fulfill the potential of technology are considered. Some concerns about the integration of technology into mathematics education are also included as well as a brief closing restatement of the dilemma. (ASK)

ED 453 056 SE 064 578

DO-IT (Disabilities, Opportunities, Internetworking, Technology) Programs and Resources.
SPONS. AGENCY- Seattle Foundation, WA.; Washington Office of the State Superintendent of Public Instruction, Olympia.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 20p.; Additional grants from NEC Foundation of America, Telecommunications Funding of Partnership, US WEST Communications, Visio Corporation, and an NSF Award for Mentoring.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Internet; Mathematics Education; Science Instruction; Teaching Methods; Technology Education; *Videotape Cassettes
IDENTIFIERS- *Disability Awareness

This booklet describes the DO-IT Program, designed to improve opportunities for students with disabilities in science, mathematics, technology, and engineering. DO-IT develops analysis techniques are employed to examine student level factors that influence mathematics achievement of the 1994 Year 8 Australian students (Third IEA Mathematics Study) by using the PLSPATH 3.01 computer program. Conclusions are drawn about the student level factors that influence the mathematics achievement of the 1994 Year 8 Australian students and comparisons are made with the student level factors influencing mathematics achievement at the 13-year-old level in 1964 and 1978. (Contains 45 references.) (Author/ASK)

ED 453 077   SE 064 751

Archer, Jennifer
Teachers' Beliefs about Successful Teaching and Learning in Mathematics.
PUB DATE- 99
NOTE- 15p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Foreign Countries; *Mathematics Instruction; *Mathematics Teachers; *Teacher Attitudes; Teaching Methods

This study focuses on links between beliefs and practices in the teaching of mathematics at both the primary and secondary levels. The mathematics reform movement has been calling for major shifts in teachers' beliefs about the nature of mathematics leading to corresponding major changes in their teaching practices. Teachers were interviewed and their responses were categorized in four ways: (1) practices related to their epistemological beliefs; (2) practices related to their beliefs about motivation; (3) practices related to their beliefs about pedagogy; and (4) attributed beliefs that were not tied to specific teaching practices. The most marked differences emerged at the epistemological level; that is, teachers' conceptions of the nature of mathematics and its place within the school curriculum. Primary teachers tended to see mathematics as tied to students' everyday lives and linked with other aspects of the curriculum. This conception of mathematics translated into classroom activities that mirrored outside-school activities. It also translated into activities incorporating aspects from different syllabus areas and held together by an overarching theme. In contrast, secondary teachers tended to see mathematics as self-contained, and it was their role to guide students through its orderly, logical structure. This conception translated into fairly traditional lessons with teachers introducing a new concept followed by students practicing examples from the textbook. Though secondary teachers did acknowledge that students would benefit from physical manipulation of objects, they argued that impediments within high schools often prevented this from happening. (Contains 13 references.) (ASK)

ED 453 078   SE 064 756

Waterhouse, Fiona; Prosser, Michael
Students' Experiences of Understanding University Physics.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney,

TX, March 7-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Discourse Analysis; Foreign Countries; Higher Education; *International Education; *Universities
IDENTIFIERS- *Australia; Empirical Research; *Globalization; Organizational Culture; Political Implications; Theoretical Orientation

This paper grew out of the research study "Mapping the Internationalization of Higher Education," a 1998-2000 Australian Research Council-funded project. The project's objectives included: documenting the practices of international education in Australian universities; analyzing the cultural, political, and economic assumptions on which they are based, and the discursive-practical relations between these disciplinary "vectors"; exploring the ways in which the concept of internationalization is articulated in Australian universities, and evaluating the arguments put forward to justify its importance and implement its strategies; investigating the manner in which the practices of international education reflect and contribute to contemporary changes in the organizational culture of Australian universities; and theorizing the ways in which organizational practices of international education in Australian universities, and the global positioning of universities, both express and are responsive to the broader processes of globalization. The main empirical research consists of case studies of individual Australian universities, using interviews and the analysis of documents to explore factors influencing policy assumptions, organizational practices, and the intersection between the organizational and educational domains in international education. The paper identifies three discursive domains in relation to the terms "globalization" and "internationalization" in international education: hegemonic ideology, academic critique, and lived experience in universities. Addresses strategic-political implications arising from the contrasting definitions of "internationalization" and "globalization" among the three domains. Contains 18 references. (BT)

ED 453 099   SO 032 635

Marginson, Simon; Mollis, Marcela
"The Door Opens and the Tiger Leaps": Theory and Method in Comparative Education in the Global Era.
PUB DATE- 00
NOTE- 39p.; Paper presented at the Annual Conference of the Comparative and International Education Society (San Antonio, TX, March 7-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Conflict; *Interdisciplinary Approach; *International Education
IDENTIFIERS- Globalization; Hegemony; *Power; *Theoretical Orientation

The field of international comparative education is constructed by relations of power and conflict. Comparative education contains an intrinsic tension between "sameness" and profile," of what it consists, and how it is formed. The paper asks four questions: (1) What key citizenship characteristics are essential for today's highly diverse, complex classrooms? (2) What can we draw from a convergence of the fields of multiculturalism and global education that will help us derive a new theoretical understanding of cross-cultural interaction? (3) What knowledge, skills and dispositions comprise the essential components of this synthesis? and (4) How can this theory and these components be taught, practiced, and measured? The paper identifies six characteristics of transcultural universalism: cross-cultural adaptability, geographical global awareness, contextual global awareness, empathetic activism, shared values, and trans-cultural awareness. It also presents a model for transcultural universalism, and reports on a study of the effectiveness of combining certain teaching techniques with selected content for student attainment of key characteristics of transcultural/universal citizenship. Contains 3 figures and a 38-item working bibliography. (BT)

ED 453 120   SO 032 763

Rosser, Vicki J.
Women and Their Effectiveness as Leaders: What Makes the Difference among Deans?
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; *Deans; Discriminant Analysis; Higher Education; *Leadership Effectiveness; *Leadership Qualities; *Leadership Styles; Mail Surveys; Middle Management; *Sex Differences

A growing body of literature has found that between women and men as leaders there are important differences in leadership styles, qualities, and priorities. Yet there are few studies that empirically examine the gender differences from a subordinate perspective, particularly in higher education. It is important to identify those factors that best contribute to the leadership effectiveness of both female and male leaders as perceived by their unit participants. This paper reports on a study that examined the differences in the way female and male deans lead their academic units as perceived by their faculty and administrative staff. Surveys were mailed to all 1950 faculty/staff members reporting to 22 deans at a major research university. The survey consisted of items measuring seven leadership domains of responsibility based on the professional literature on deans and a review of existing evaluation instruments. Results indicated that the combination of deans' leadership dimensions and respondents' demographic characteristics contributed significantly to the group classification of male and female deans. Of the demographic variables, sex and minority status of the respondents and holding the rank of full professor discriminate faculty and staff perceptions of effective leadership. Among the leadership dimensions, findings suggested that faculty members and administrative staff perceived that women and men reflect differing patterns in their role as leaders. Female deans were perceived to be more likely than male deans to enhance the quality of education in their units, engage in research, community, and professional endeavors, promote and support

(150)
DESCRIPTORS- *Conflict Resolution; *Cultural Context; *Cultural Pluralism; Foreign Countries; Geographic Regions; *Peace; *Program Evaluation; Student Attitudes
IDENTIFIERS- Israel; *Palestinian Israeli Conflict; *Peace Education

The United Nations has declared the year 2000 "The Year for the Culture of Peace." A "culture of peace" implies more than a passive and quiescent state due to an absence of war and violence. To attain a culture of peace, people must actively strive toward positive values which enable different cultures and nations to coexist harmoniously. These values are based on fostering knowledge between peoples, which leads to acceptance of pluralism based on understanding of both shared and unique aspects of different peoples and cultures. Within the Israeli context this entails striving toward fruitful coexistence between Jews and Arabs, Israelis and Palestinians, as well as between people from different socioeconomic strata and political-ideological convictions. The aim of this paper is to present, analyze, and evaluate a unique program which aims at imparting the values of multiculturalism and peace, transcending religious and political boundaries, and bridging cultural, ethnic, and occasional differences. The program conducts workshops currently and curricular materials will be eventually introduced in the Israeli and Palestinian school systems. The qualitative assessment of the 12 groups of students that participated in the workshops during the last 2 years confirmed that it was a meaningful experience. (Author/BT)

ED 453 139 SO 032 800

Clothey, Rebecca
China's Minorities and State Preferential Policies: Expanding Opportunities?
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (45th, Washington, DC, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Developing Nations; *Educational Policy; *Ethnic Groups; Foreign Countries; *Government Role; *Minority Groups; Modernization; Religious Cultural Groups
IDENTIFIERS- *China; *Chinese Communist Party; Educational Issues; Historical Research; Language Policy; Theoretical Orientation

State-sponsored preferential policies for ethnic minorities in the People's Republic of China are among the world's oldest and largest programs, encompassing approximately 110 million people and 55 different minority groups. This paper examines the minority policies of the Chinese Communist Party (CCP) from 1949 to the present, from the perspective of modernization theory, the dominant discourse of economic development during the 1950s and 1960s. The paper gives particular attention to Chinese policies for minority education and a discussion of minority religious and language policies is undertaken to provide a broader context of the position of the government toward minorities. It examines the ways in which the CCP has implemented these policies in its efforts toward modernization. Contains a 26-item bibliography. (BT)

Students with Disabilities" (Katherine L. Hibbard, Barbara B. Levin, and Tracy C. Rock); (5) "The Charter School and Problem-Based Learning" (Barbara B. Levin); (6) "Using Problem-Based Learning To Teach Problem-Based Learning" (Sara M. Sage); (7) "Classroom Action Research as Problem-Based Learning" (Gwynn Mettetal); and (8) "Frequently Asked Questions about Problem-Based Learning" (Barbara B. Levin with Carol D. Dean and Jean W. Pierce). (Contains 8 references.) (SM)

ED 453 159 SP 039 954

Russell, Alene Bycer; Ruppert, Sandra S.
Compendium of Resources on Teacher Mobility. A Report of the SHEEO Project "Enhancing the Teaching Profession: The Importance of Mobility to Recruitment and Retention."
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Faculty Mobility; Personnel Selection; Retirement Benefits; Teacher Certification; *Teacher Recruitment; Teacher Salaries; Teacher Supply and Demand

This compendium describes nearly 100 national, regional, and state resources, including data sources, initiatives, Web sites, studies, and reports related to teacher mobility. It offers policymakers, researchers, and educators information and approaches to guide research and focus policy discussions on particular aspects of teacher mobility. Topics covered include: general resources; teacher supply and demand; compensation; hiring and recruitment; licensure requirements and credential reciprocity; and pension portability. The compendium highlights the wealth of information on each issue and also sheds light on gaps between what studies suggest will make the profession more attractive and actual policies and practices at the state and local levels. The three indexes include: organization/agency/state index, alphabetical index of resources, and keyword index. (SM)

ED 453 160 SP 039 955

Wolpert, Gloria
Successful Daily Practices of Inclusion Teachers of Children with Down Syndrome.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Downs Syndrome; Elementary Secondary Education; *Inclusive Schools; *Mainstreaming; *Regular and Special Education Relationship; Student Behavior; *Teaching Methods

This study asked 230 regular education teachers about their educational practices in teaching students with Down syndrome within their mainstream classes. Teachers completed surveys that asked about background experience; preparation for inclusion and the transition process; classroom information (curriculum, class arrangement, therapies, and support services); and classroom management, instruction, and behavioral strategies. Analysis of data from 120 surveys teaching, teaching assistants, and parent and community participation. Data collection included participant interviews, classroom observations, and artifact collection to examine Amanda's thinking and decision making processes. Her ability to construct a functional role in the classroom was crucial to her professional moral activity and development. She was anxious over her role in the classroom's social organization and its relationship to the teacher's role. Her awareness of the social complexity of classroom dilemmas made her initially hesitant to assume a leadership role. She had to construct a leadership role and win the confidence of teachers. As she constructed a respected, predictable professional role, her actual and perceived range of choice was enlarged as she made more decisions about discipline, curriculum, and parent interaction. A constant theme was her inclination to preserve relationships, even at the expense of consistency or complete truthfulness. Another theme was the situated nature of problems she encountered in professional practice, which offered challenges and possibilities that influenced her moral activity. (Contains 23 references.) (SM)

ED 453 180   SP 039 980

Suleiman, Mahmoud F.
Beyond Multiple Intelligences: Implications for Multicultural Teachers.
PUB DATE- 01
NOTE- 14p.; Portions of this paper were presented at the Annual Meeting of the California Association for Bilingual Education (Los Angeles, CA, January 31-February 3, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; *Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; *Intelligence; *Multicultural Education; *Multiple Intelligences

Since intelligence is a highly respected universal value, education must build on sociocultural and educational expectations of diverse learners. Multicultural education is useful in tapping diverse learners' multiple intelligences. The concept of multiple intelligences is linked to multicultural education, with the interface between the two resulting in multiple opportunities for learning in diverse settings. Several assumptions underlie interest in the study of intelligence, including: all learners are intelligent in their own way and innately intelligent given their biological endowment, all avenues of intelligence relate to and enhance one another, and intelligence drives instruction and vice versa. In multicultural contexts, multiple learning opportunities can occur through full engagement of all learners. Intelligence-driven pedagogy appeals to diverse learners in cognitive and affective ways. Proposed guidelines for underlying the structure of intelligence-based curriculum and instruction emphasize tapping, transferring, activating, assessing, and manifesting intelligence. As teachers implement intelligence-based practices, they should remember that: pedagogical practices must relate to and enhance all learners' intelligence within and outside of school; the construct of intelligence must be conceptualized within the global context of multicultural competence; and cultural, linguistic, and social variables exert a huge influence on intelligent learning and skill development. (Contains 11 references.) (SM)

Blanton, Maria L.; Westbrook, Susan L.; Carter, Glenda
Using Valsiner's Zone Theory To Interpret Change in Classroom Practice: Beyond the Zone of Proximal Development.
PUB DATE- 01
NOTE- 37p.; Partial results of this work were presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Mathematics Education; Mathematics Teachers; Science Education; Science Teachers; Secondary Education; Secondary School Students; Secondary School Teachers; Student Participation; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Teacher Development; *Valsiner (Jaan); Vygotsky (Lev S); *Zone of Proximal Development

This study explores the use of Valsiner's zone theory as a way to interpret the zones of proximal development of three secondary school teachers in mathematics and science. Specifically, researchers used classroom discourse to identify what the participating teachers promoted (zone of promoted action) or allowed (zone of free movement) in the classroom as a way to better characterize their potential for development. They found that teachers who promoted actions or events that they ultimately did not allow students to experience seemed to be at a point in their development analogous to Vygotsky's pseudo-conceptual stage, prior to full concept formation. Moreover, they found that, at this stage, the existence of a communal zone of proximal development in the classroom seemed to affect the teacher's transition toward more desirable forms of practice. Finally, they found that identifying the restrictiveness (or openness) of the zones teachers established for their students offers insight into how to organize the learning environment in a mentoring relationship with teachers. (Contains 18 references.) (Author/SM)

ED 453 201   SP 040 002

Tasan, Andrea P.
Teacher Efficacy and Diversity: Implications for Teacher Training.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Cultural Influences; *Diversity (Student); Elementary Education; Elementary School Teachers; Ethnicity; *Language Minorities; Limited English Speaking; *Self Efficacy; *Teacher Attitudes; *Teacher Effectiveness
IDENTIFIERS- Connecticut; Diversity Training

This study investigated teacher efficacy in the context of diversity, focusing on: whether elementary school teachers' feelings of efficacy would differ according to their students' language backgrounds; whether the teachers' feelings of efficacy in teaching standard English speaking students would relate to their feelings of efficacy in teaching non-English speaking students; and whether, if teachers' feelings of efficacy differed by student language background, those differences would vary according their own ethnic identities, their participation in diversity training, and the interaction

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Policy; Educational Practices; Elementary Secondary Education; Holistic Approach; Scoring; State Programs; Teacher Attitudes; *Teachers; *Teaching Methods; *Test Use; Testing Programs; *Writing Instruction; Writing Tests
IDENTIFIERS- *Pennsylvania

This study examines the impact of the Pennsylvania writing assessment policy on writing instruction and teaching methodology. Drawing on self-reported teacher perceptions and classroom practices, the study also attempts to identify the factors that influence teacher beliefs and their use of materials and processes related to the state writing assessment. The field-tested survey, which contained 60 items, was completed by 168 teachers from 20 schools, 56.9% of whom taught elementary school. The initial study examines the effects of 16 factors on classroom practices and teaching methodology, but this analysis focuses on three key factors: teaching responsibility, holistic training, and Pennsylvania System of School Assessment scores at or above the band of similar schools. Teacher responses to the survey indicate that they are providing students with frequent writing experiences and opportunities. The state assessment seems to have motivated teachers to present these experiences. Teachers also appear to recognize the value of holistic scoring and the characteristics of effective writing as presented in the Pennsylvania Holistic Scoring Guide. However, it was evident that even though many teachers agreed with the beliefs and values of holistic scoring and the characteristics of effective writing, they were reluctant to use the state rubric, descriptors, and writing samples as the basis for classroom instruction. This finding may suggest: a weakness exists in the supporting materials provided by the state, teachers are developing their own rubrics and samples, or that teachers are clinging to traditional methods and not adopting a progressive approach to writing instruction. (Contains 4 tables and 39 references.) (SLD)

ED 453 221   TM 032 572

Mushi, Selina L. P.
Evaluating Validity and Reliability of Classroom Assessments Using Secondary Data.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Evaluation Methods; Feedback; *Graduate Students; Higher Education; *Reliability; Researchers; *Student Evaluation; *Teacher Made Tests; *Undergraduate Students; *Validity

Analysis of secondary data was used as a way to inform the researcher about the trends in her assessment practices over a 4-year period. This was an important initial step in an effort to develop and integrate high-quality classroom assessment tasks and make sense of assessment information for decision making. Scores from 26 groups of graduate and undergraduate education students from 3 universities in the United States were analyzed. Course goals, objectives, and syllabuses were analyzed. Students' backgrounds and group combinations (age,

between 5% and 15% of the student's grade. The evaluation drew on multiple sources of data including a student survey and focus groups. Overall, approximately 90% of the students reported liking that the problem sets were presented online. Between 70% and 79% of the students reported working with a partner or in small groups while completing their problem sets. Data supported that the students were actively involved with the material and that they generally thought about the problems deeply and critically. Involvement with the problem set varied from faculty member to faculty member, and only one faculty member interacted fully with the system and maintained regular student e-mail feedback. Course assistants were instrumental in reviewing student performance, and they carried much of the responsibility for writing and uploading the questions. Future studies should look more systematically at the student benefits of such a system. (Contains 29 references.) (SLD)

ED 453 240 TM 032 591

Tuckman, Bruce W.
The Strategies-for-Achievement Approach (stACH) for Teaching "Study Skills."
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; Curriculum; Higher Education; *Learning Strategies; *Study Skills; Teaching Methods
IDENTIFIERS- Strategy Training

A complete course, curriculum, and textbook were developed to teach college level "study skills" using an educational, psychology-based strategies-for-achievement (stACH) approach. The approach involved teaching students four major achievement strategies: (1) taking reasonable risk; (2) taking responsibility for outcomes; (3) searching the environment (for information); and (4) using feedback. Each of these was divided into two substrategies based on more specific study needs. The course was originally taught in classrooms, and then was converted to a technology-based instructional modal called Active Discovery and Participation through Technology (ADAPT). The effectiveness of the course in terms of increasing student grade point average (GPA) was demonstrated in both settings. GPA increased in the term in which the course was taken for 92 students in the traditional classroom setting. A comparison of 37 students taking the course in the technology setting with 37 students not taking the course yielded significant differences in GPA in favor of course takers, especially among African Americans. (Contains 2 tables and 25 references.) (SLD)

ED 453 241 TM 032 592

Shastri, Anuradhaa
Examining the Impact of Service-Learning among Preservice Teachers.
SPONS. AGENCY- State Univ. of New York, Oneonta. Coll. at Oneonta.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting and Exhibits of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 2001).
LANGUAGE- English

Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; *Research Design; *Statistical Significance

The increased interest in reporting effect sizes means that it is necessary to consider what should be included in a primer on effect sizes. A review of papers on effect sizes and commonly repeated statistical analyses suggests that it is important to discuss effect sizes relative to bivariate correlation, t-tests, analysis of variance/covariance, and multiple regression/correlation. An agreed upon nomenclature regarding effect sizes should be established. R. Rosenthal (1994) has classified effect sizes into the "r" family (the Pearson product moment correlation coefficient and the various squared indices of "r" and "r"-type quantities) and the "d" family (mean difference and standardized mean difference indices). Other measures of effect size have been suggested, and some suggestions are given for further reading on these measures. Parsimony and replication should be joined by meaning as principles to consider in reporting research results. To enhance meaning and interpretability of research findings, it is essential that various psychometric variables and test scores be studied and reported for specific samples under varied conditions. (Contains 29 references.) (SLD)

ED 453 261 TM 032 798

Koenig, Judith A.; Lissitz, Robert W.
The Effects of Centering Method on Parameter Estimates and Variance Explained in Multilevel Models.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); High Schools; *Scaling
IDENTIFIERS- *Centering; *Multilevel Analysis; National Education Longitudinal Study 1988; Variance (Statistical)

This paper uses data from the National Education Longitudinal Study of 1988 (NELS:88) dataset to demonstrate practical examples of the ways in which the method used for centering level-1 variables in multilevel models affects the findings. Demonstrations compare raw metric scaling, grand mean centering, and group mean centering for successively more complex models. Comparisons are made of parameter estimates, their significance levels, and increments in variance explained. Findings show that results are generally similar for raw metric scaling and grand mean centering, and these results differ from those obtained under group mean centering. Two methods are demonstrated for estimating incremental variance explained by nested models. The ways in which centering can be used to examine between-groups and within-groups effects are also shown. (Contains 6 tables, 2 figures, and 11 references.) (Author) theory and practice. One is where the curriculum maker should begin and the other is how Noddings would reconstitute the school curriculum. Noddings believes that a "preactive" curriculum, a body of materials prepared in advance and intended for instruction, has inherent educational limitations. Noddings advocated an interactive view of curriculum that grows from the interactions among teachers, students, and materials. Her objections to coercion and standardization do not mean that she favors educational anarchy. She suggests recasting the language for reform rather than being trapped by it. Standards, for example, if applied to individual children, may be a wonderful means of educational planning. Rather than requiring all students to learn the same material through the same activities, Noddings would invite each student to participate in forming the purposes that direct his or her activities. In effect, she would devise individualized standards to the extent practicable. She acknowledges that there is material all children do need, but stresses that it is a mistake to establish arbitrary learning standards and accountability mechanisms that take no account of the individual capacities and purposes of children. A curriculum constituted on an ethic of care implies the development of competence on the part of the teacher and the student. (Contains 19 references.) (SLD)

ED 453 281 TM 032 818

Leung, Chi-Keung; Chang, Hua-Hua; Hau, Kit-Tai
An Examination of Item Selection Rules by Stratified CAT Designs Integrated with Content Balancing Methods.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Item Banks; *Selection; Test Construction; Test Content; *Test Items
IDENTIFIERS- *Balanced Designs; *Stratification

The multistage alpha-stratified computerized adaptive testing (CAT) design advocated a new philosophy of pool management and item selection using low discriminating items first. It has been demonstrated through simulation studies to be effective both in reducing item overlap rate and enhancing pool utilization with certain pool types. Based on this design, two extended stratification methods have been proposed to deal with practical issues of content constraints and correlation between difficulty and discrimination parameters respectively. These stratification designs on their own do not automatically meet content requirements. Instead, they need to be modified or have to work together with some content balancing methods in order to satisfy all content constraints. This study aimed to investigate through simulation whether there was any effect due to the factors of content balancing method and stratification design. The three stratification designs were examined together with three well-developed content balancing methods, under the practical constraint of strict content specifications. The performance of each of the nine combinations was evaluated in light of item security, measurement efficiency, and pool utilization. Results indicate that there is no interaction effect between the two factors, but main effect does exist in the content balancing method on item security and pool utilization, as well as for stratification design on item

(150)
DESCRIPTORS- *Academic Achievement; *Community Influence; Context Effect; *Early Adolescents; Grade 8; Middle School Students; Middle Schools; Public Education; Socioeconomic Influences; Standardized Tests

This study used community contextual variables to investigate adolescent academic achievement, examining school districts and individual schools with 8th grade students. The first analyses were conducted for school year 1997-98. The school district model was replicated for 1996-97. Data came from the Department of Health and Human Services, Bureau of the Census, and Virginia Departments of Education and Health and Human Services. The study employed community social disorganization theory to explain variations in academic achievement as measured by standardized tests. It utilized structural equation modeling to reduce biased parameter estimates and investigate relationships between community contextual variables and determine whether contextual variables influenced academic achievement. The first structural equation model of the school district for 1997-98 accounted for 68 percent of the variance in adolescent academic achievement. When replicating the model for 1996-97, it accounted for 75 percent of the variance in academic achievement. When contextual variables at the school level were modeled, 65 percent of the variance was accounted for. Community social disorientation theory explained a significant amount of variance in academic achievement. The strongest variable throughout the analyses was student eligibility for free and reduced lunch, at both the school and district level. (Contains 31 references.) (SM)

ED 453 302 UD 034 168

Ming, Racy
Desegregation Politics in a Competitive Admissions Setting: The Case of Lowell High School.
PUB DATE- 02
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Black Students; *Chinese Americans; Enrollment Trends; Hispanic American Students; Legal Problems; Magnet Schools; Public Schools; *School Desegregation; Secondary Education; *Selective Admission; Urban Schools
IDENTIFIERS- San Francisco Unified School District CA

To comply with the district desegregation plan, the San Francisco Unified School District previously required higher scores for Chinese American students applying to the academic magnet, Lowell High School, than for more under-represented groups. Several Chinese parents sued the district, challenging the legality of the desegregation plan, which led to the recent end of race-based assignments. This paper examines the admissions debate at Lowell High and suggests that the exclusion of Asian and Latino concerns in the district's policymaking process led to the lawsuit. It examines Lowell enrollment figures and discusses misconceptions about high-achieving African American and Latino students. Though race-based admission ended, the debate still continues. For example, African American and Latino students in the highest possible point bracket matriculate to Lowell at well below the average rate, possibly because the admissions policy may have created a hostile environment that led people to assume that all minority

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Child Development; *Child Health; *Children; Cognitive Development; Elementary Secondary Education; Emotional Development; *Homeless People; Physical Health; *Poverty; Pregnancy; Social Development; Student Behavior

Homelessness influences every facet of children's lives, inhibiting their physical, emotional, cognitive, social, and behavioral development. Homeless women face such obstacles to healthy pregnancies as chemical abuse, chronic health problems, and lack of prenatal care. Homeless infants are more likely to have low birth weights and are at greater risk of death. Homelessness exposes infants to environmental factors that endanger their health. Many homeless infants lack essential immunizations. Homeless children demonstrate significant developmental delays after age 18 months, which influence later behavioral and emotional problems. Homeless toddlers are often separated from their parents, which can cause long-term negative effects. They receive fewer services than other toddlers. By the time children reach school age, homelessness affects their social, physical, and academic lives. Most suffer specific physical, psychological, and emotional damage due to circumstances accompanying homelessness. Homeless children exhibit more health problems than housed poor children and lack access to consistent health care. They are confronted with traumatic, stressful events that lead to emotional distress. Their academic performance is hampered by poor cognitive development and circumstances of homelessness. Their greater needs do not lead to greater access to special services. Studies show that early, consistent intervention can help children overcome many detrimental effects of poverty and homelessness. Priority access for homeless families to such services as long term supportive housing, drug and alcohol treatment, parenting education, nutritional support programs, and after school tutoring is essential. (Contains 28 endnotes.) (SM)

ED 453 322 UD 034 197

Garrett, Jennifer
Progress on School Choice in the States. The Heritage Foundation Backgrounder No. 1438.
PUB DATE- 01
NOTE- 19p.; Produced by the Domestic Policy Studies Department, the Heritage Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Charter Schools; Educational Legislation; Educational Quality; Educational Vouchers; Elementary Secondary Education; Federal Government; Low Income Groups; Private Schools; Public Opinion; Public Schools; Scholarships; *School Choice; State Government; Tax Credits

The school choice movement is gaining ground. Currently, 37 states and the District of Columbia have enacted charter school or voucher legislation. Public approval of school choice continues to grow, with approximately half of the respondents in a 2000 nationwide poll favoring vouchers for private and religious schools. A survey conducted for the National Education Association and released in March 2001 found that most Americans support the President's proposal to allow

1999 to develop, improve, and extend the school's current system of evaluating the effects of educational technology on student learning. The following sections are included: Purpose of the Project; Drawing upon the Concerns-Based Adoption Model (CBAM); Measuring Current Approaches to Teaching with Technology; For Teachers and Instructional Designers: An Annotated Bibliography on Teaching and Learning, Performance Assessment, and Technology; Brief Introduction to the Teacher Inventory (downloadable); Preliminary Findings; Teachers and Students Have Their Say: Video Narrative; Questions We Have Raised as We Enter Fall of 2000; Working with a National Panel in Year Two; Digital Ethnography: Introducing Innovations in Year Two; and Our Own Experiences Working with Students (a pilot project with materials for teachers to download). (MES)

ED 452 837 IR 020 677

Norris, Cathleen; Soloway, Elliot
The Snapshot Survey Service: A Web Site for Assessing Teachers' and Administrators' Technology Activities, Beliefs, and Needs.
PUB DATE- 00
NOTE- 16p.; In: The Secretary's Conference on Educational Technology, 2000: Measuring Impacts and Shaping the Future. Proceedings (Alexandria, VA, September 11-12, 2000); see IR 020 668.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; Design Preferences; Elementary Secondary Education; Tables (Data); *Teacher Surveys; *World Wide Web
IDENTIFIERS- Administrator Surveys; *Technology Utilization; Web Site Design; Web Sites

This paper documents the authors' efforts at constructing, deploying, and analyzing Snapshot Surveys in a range of educational settings. The Snapshot Survey Service is an Internet-based technology that enables educators at the local, state, and even national level to survey, quickly and at low-cost, other educators on issues that are particularly important to their local area. The first section summarizes the Snapshot Surveys hosted and experiences with follow-through. The second section presents data from the surveys and discusses findings. The third section addresses the impact of the Snapshot Survey process. The fourth section describes the Snapshot Survey and World Wide Web site design rationale, including choice of questions, interface design, the human side of collecting data, the technology side of collecting data, analysis and display of findings, automation issues, and presentations. The report, "A Snapshot of the Implementation of Education-Related Technology in Nebraska's K-12 Schools: Executive Summary of Preliminary Findings" (Neal W. Topp, Neal Grandgenett, Robert Mortenson, Cathleen Norris, and Elliot Soloway), is appended. (MES)

ED 452 838 IR 020 678

Porter, Bernajean
Measuring Our Progress with Real Tools: Why Does Technology Work in Some Schools and Not in Others?
PUB DATE- 00
NOTE- 10p.; In: The Secretary's Conference on Educational Technology, 2000: Measuring Impacts and Shaping the Future. Proceedings (Alexandria, VA, September 11-12, 2000); see IR 020 668.

ED 452 857 IR 058 116

Bryson, Jo
Building a Knowledge-Based Economy and Society.
PUB DATE- 00
NOTE- 11p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Change; Foreign Countries; Futures (of Society); Global Approach; Information Services; *Information Technology; Library Role; Lifelong Learning; National Programs; *Social Change
IDENTIFIERS- Australia; European Union; *Information Economy; *Information Society; Infrastructure; Knowledge; Singapore

This paper provides an overview of the forces shaping the future of the knowledge economy and society, including: the speed and type of change that is occurring; the technologies that are propelling it; the technology and information choices that competitors are making; which organizations are in the lead; who has the most to gain and to lose; the investment strategies of competitors vis-a-vis the trends; and the variety of ways these trends may influence customers' demands and needs. The characteristics of a global information economy and society are identified, focusing on the four building blocks of infrastructure provision, lifelong learning, economic growth, and service delivery. National strategies for Singapore, the European Union, and Australia are considered, as is the role of libraries and information services in the global information economy and society. (MES)

ED 452 858 IR 058 117

Bryson, Jo
Value and Performance in the IT Society.
PUB DATE- 00
NOTE- 13p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Futures (of Society); Global Approach; *Information Services; *Information Technology; Library Role; *Measurement Techniques; Models; Performance; Technological Advancement
IDENTIFIERS- *Information Society; *Information Value; Technological Change

This paper discusses valuing information and its supporting technologies in the global environment. Different value propositions are explored from a financial, social, cultural, political, economic, corporate, and personal values perspective. Various means of measuring the relevancy of these value propositions to the individual, organization or government agency, and society in general are identified. The paper also provides a contextual analysis of the development of information, knowledge, and supporting technologies since the 1970s when computing was mainstreamed into organizations and describes emerging attributes of flexible learning; a chart lists host institution(s), award/degree(s), period in existence, typical enrollment numbers, and flexible attribute(s) for several discipline areas. The second section addresses lifelong learning and the learning individual. The third section considers learning organizations and learning universities, including five themes that lie at the core of a learning organization, i.e., personal mastery, mental models, shared vision, team learning, and systems thinking. The fourth section discusses the notion of a learning profession or learning discipline, including attributes of the "learning to learn" dimensions of professions and disciplines. (Contains 13 references.) (MES)

ED 452 879 IR 058 138

Turnbull, Paul; Blackall, Chris
A New Foreign Country: The Challenges and Risks of Making History in Digital Media for Historians and Librarians.
PUB DATE- 00
NOTE- 11p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electronic Libraries; Foreign Countries; History; *Hypermedia; *Systems Development; *World Wide Web
IDENTIFIERS- *Electronic Resources; *Historical Materials; National Library of Australia; South Pacific

This paper describes and reflects on the evolution of the South Seas Project, a collaborative research venture between the National Library of Australia and the Center for Cross-Cultural Research that involves the production of World Wide Web-based hypermedia resources on the history of European exploration and cross-cultural encounter in the Pacific, between approximately 1700 and 1840. Highlights include: background on how the project came about; funding; ensuring that the digital resources created could be managed within the Library's projected framework for collecting, managing, and delivering information resources in digital forms; the importance of creating resources in forms that can be integrated with other Web-based research; comparison with print materials; accuracy of quotations and references; problems with digital resources, including fragility and the difficulty of confirming accuracy and authenticity; other digital library projects focused on the production of editions of historical texts; and development of a content management and publications system that will ensure the project's resources are produced in conformity to those modes of encoding and describing historical documents that are gaining greatest currency with major research libraries and cultural institutions. (Contains 19 references.) (MES)

ED 452 880 IR 058 139

Weaver, Belinda
Making the Most of the Web.
PUB DATE- 00
NOTE- 8p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English

*Personnel Policy; School Personnel; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This paper discusses faculty hiring procedures by highlighting features of previous models adopted by the Academic Senate for California Community Colleges, and by presenting specific recommendations. By 2010, more than 30,000 full-time and part-time faculty will be replaced, and 15,000 additional new hires will be needed to meet the demands of an anticipated half million new students. This document discusses various aspects of this faculty hiring process, such as: (1) the hiring committee; (2) the role of administration; (3) the job description; (4) advertising and recruiting; (5) achieving diversity; (6) paper screening; (7) the interview process; (8) selecting finalists; (9) reference checks; and (10) mentoring the newly hired faculty. The paper concludes with recommendations for local senates, which include: (1) every local academic senate should have an Affirmative Action Committee; (2) faculty must resist the efforts of human resources staff to make substantive decisions about the suitability of applications; (3) hiring processes must include time for fair and appropriate discussion of candidates' merits; and (4) decisions to hire should consider the mandate for a 75/25 full-time/part-time instructor ratio. Appended are the California Community College Commitment to Diversity and Action Plan and a program improvement grant application. (JA)

ED 452 900 JC 010 344

Berry, David A.; Marshall, Emma Jo; Eisenberg, Diane U.
Community Conversations: Toward Shared Understandings of American Identity.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Culture; *Humanities; School Community Relationship; *Social Attitudes; Two Year Colleges

This document describes a program called Community Conversations, a joint effort between Phi Theta Kappa, the international honor society of the two-year college, and the Community College Humanities Association. The program consisted of a series of national and regional conversations among students and community members, addressing what it means to be an American. Highlights of the conversations, which took place at two-year institutions in Colorado, Indiana, Michigan, Mississippi, Missouri, New York, Ohio, Oregon, North and South Carolina, Texas, and Washington, include: (1) one theme that emerged repeatedly was the keen interaction and interplay between national issues and local issues; (2) participants defined themselves and their communities by a sense of place, yet noted the difficulties of overcoming isolation; (3) the continuing tragedy of racism provoked strong reactions from African Americans, and questions of racial difference and treatment occasionally brought conversations to a halt; (4) the conversations augmented people's sense of community and clarified their understanding of questions of American identity. Each conversation is described in detail. This paper also presents guidelines for conversation leaders--step-by-step suggestions on how to plan and organize these types of conversations. Appended is information on the community

Texas and California are already forced to make policy decisions using only socioeconomic factors. The second article, "Promoting Diversity in Faculty Hiring: Navigating Dangerous Waters" (Qualiana, Finkelstein), looks at many of the legal questions surrounding the recruitment of a diverse faculty. The authors found the Community College District of Nevada's "minority bonus plans" to be appropriate for some institutions, but they also look at other approaches. The third article, "Filling in the Cracks: Improving Educational Programs and Practices for American Indian and Hispanic Students" (Aragon) takes another look at culturally based learning and provides a theoretical base for Hispanic and American Indian learning styles. The final article, "College Strategic Plan Guides Emerging Diversity Program: A Case Study" (Stanley, Hendrix), takes a case study approach to examine the integration of diversity into an institution's strategic plan. Authors describe Frederick Community College's (Maryland) transformation from an institution that tolerated inclusion to one that implements it. Contains 23 references. (JA)

ED 452 921   JC 010 369

University of Alaska Anchorage 2000 Factbook.
PUB DATE- 01
NOTE- 224p.; The last section, "Definition of Special Terms Using in Tables," is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Programs; *Enrollment; Higher Education; *Institutional Characteristics; Institutional Evaluation; *Outcomes of Education; *Student Characteristics
IDENTIFIERS- *University of Alaska Anchorage

The 2000 Factbook about the University of Alaska-Anchorage (UAA) provides student enrollment data, student performance data, faculty information, and financial information. The UAA encompasses a university system, five affiliated community colleges, and a distance learning program. Work has been completed for UAA's decennial institutional accreditation self-study and attention will be shifting to the development of key performance indicators and to preparing data in support of program assessments. Enrollment data include student headcount and credit hours percent change, UAA headcount by student characteristics, student credit hours by campus and course level, and student credit hours by subject/discipline. Highlights include: (1) the fall 1999 total student headcount for UAA campuses was 20,003, a decrease of 4% from the previous year; (2) student characteristics as a percent of total UAA student headcount shows that 43% were part-time female students, 25% were part-time male students, 18% were full-time female students and 14% were full-time male students; and (3) about 34% of total Anchorage first time freshmen were enrolled in remedial coursework for fall 1999 semester. Data such as student enrollment in remedial coursework, participation in adult learning center programs, undergraduate grade analysis, and mean SAT scores for freshmen were used as key performance indicators in this report. (JA)

ED 452 922   JC 010 370

Rouseff-Baker, Fay
The Center for Excellence in Teaching and Learning: A Faculty Development System.
PUB DATE- 01

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adopted Children; Adoptive Parents; *Attachment Behavior; Brain; Child Development; *Child Rearing; Childhood Needs; Emotional Adjustment; Infant Care; *Infants; *Parent Child Relationship; Parents; Separation Anxiety; *Toddlers
IDENTIFIERS- Attachment Disorders; Brain Development; Traumas

Based on the view that every adopted child will have been exposed to psychological pain as a result of separation or other hurtful experiences, this book examines issues relating to adoption, attachment, and child development. The book offers guidance to adoptive and foster parents on helping their children through separation, loss, and trauma in early childhood. Part 1 of the book, "Coming Home," discusses balancing the similarities and differences between adoptive and biological parenting. Part 2, "New Beginnings," examines early child development, emphasizing the context of adoption. Part 3, "When Things Don't Seem Quite Right," considers possible indications that things may not be going as smoothly for the adopted child and family as the parents might hope or expect. Part 4, "The Effects of Trauma on Attachment and Development," summarizes current knowledge on the traumatic effects of early separations, losses, abuse, and neglect from both psychological and physiological perspectives Part 5, "Getting Back on Track," offers a variety of suggestions for handling a wide range of problems. Part 6, "Special Difficulties within Your Family," addresses issues related to adoptive family status, such as life-story work, contact, siblings, and disability. Part 7, "The Spiritual Dimension," discusses how spiritual awareness and creativity can contribute to healing. A glossary defines specialized terms. (Contains 53 references.) (KB)

ED 452 943 PS 028 874

Archer, Caroline
Next Steps in Parenting the Child Who Hurts: Tykes and Teens.
PUB DATE- 99
NOTE- 224p.; Foreword by David Howe.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; *Adopted Children; Adoptive Parents; At Risk Persons; Attachment Behavior; *Behavior Problems; Brain; Child Abuse; Child Development; Child Rearing; *Children; Emotional Adjustment; Emotional Development; Emotional Problems; *Foster Children; Foster Family; *Parent Child Relationship
IDENTIFIERS- Attachment Disorders; Brain Development

Noting that adopted and foster children may have suffered early traumatic experiences, often expressed in emotional and behavioral problems that become increasingly problematic as the child approaches adolescence, this book presents strategies to help adoptive and foster parents deal with their youngsters' troubling behavior and to make them feel more comfortable. Part 1, "Coming Home," discusses balancing the similarities and differences between adoptive and biological parenting. Part 2, "More Beginnings: Continuing Child Development," identifies challenges to development often experienced by adopted children. Part 3, "When Things Don't Seem Quite Right," describes normal patterns of arousal and how parents can use their own normal patterns to help children with uncomfortable

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 9; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 9 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 9 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Information and Communication Technology"; and (9) "Optional Courses" in Career and Technology Studies, Fine and Performing Arts, and Language Programs and Courses Other than English. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 962   PS 029 445

Curriculum Handbook for Parents, 2000-2001: Senior High School.
PUB DATE- 00
NOTE- 48p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. set for public schools and one set for Catholic schools. For the 1998 public school series, see ED 421 282-292. For the 2000 series, see PS 029 435-445.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Objectives; Fine Arts; Foreign Countries; Health Education; *High School Students; *High Schools; Language Arts; Mathematics; Outcomes of Education; Parent Materials; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the high school curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Senior High School," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of high school. Following introductory material, the handbook provides a program overview, including diploma requirements, a program planner, descriptions of adjunct programs such as immersion/bilingual programs, off-campus education, a registered apprenticeship program, and distance learning. The handbook then describes the required high school core courses:

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beliefs; Caregiver Child Relationship; *Child Caregivers; Comparative Analysis; Definitions; *Emergent Literacy; Mothers; Parent Attitudes; Parent Child Relationship; *Parents; Physician Patient Relationship; *Physicians; Preschool Children; Preschool Education; Program Evaluation; Young Children
IDENTIFIERS- Caregiver Attitudes; Physician Attitudes; Physician Role

This study examined the effects of a pediatric clinic-based intervention program, Reach Out and Read (ROR), on the literacy beliefs and behaviors of caretakers of children ages 9 months to 5 years. Doctors' beliefs about literacy and parent behavior were also examined. Data were collected through structured interviews conducted with 22 caregivers and 5 doctors at the ROR clinic and with 15 caregivers and 2 doctors at 2 non-ROR clinics. At least 85 percent of the caregivers were the mothers of the children involved. Findings suggested that ROR caregivers accepted an expanded definition of the patient/doctor social contract, one that included doctors giving advice about literacy practices, and that ROR caregivers were more likely than non-ROR caregivers to name doctors as a source of information about literacy. Doctors and caregivers had different ideas of what constituted literacy, but had similar ideas about parent responsibilities with regard to literacy. Findings also revealed inconsistencies in doctors' literacy knowledge, awareness of parent practices, and implementation of the program. (Contains 15 references.) (Author/KB)

ED 452 981   PS 029 471

Redding, Sam, Ed.; Thomas, Lori G., Ed.
The Community of the School.
PUB DATE- 01
NOTE- 348p.; Foreword by Joyce L. Epstein.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- At Risk Persons; Change Strategies; *Community Education; Educational Environment; Educational Improvement; *Elementary Secondary Education; Family School Relationship; Parent Attitudes; *Parent Participation; Parent School Relationship; *Preschool Education; Program Descriptions; *School Community Relationship; Teacher Education
IDENTIFIERS- *Learning Communities

Commemorating the first 10 years of publication of the School Community Journal, this book presents a collection of articles from those 10 years and reflects its diverse contents. The articles are: (1) "The Community of the School" (Sam Redding); (2) "How My Immigrant Experience Shaped My Work with Families and Schools" (Dorothy Rich); (3) "The Politics of Virtue: A New Compact for Leadership in Schools" (Thomas J. Sergiovanni); (4) "The Impact of Race on School Change Teams" (Allison A. Carr-Chellman); (5) "In Search of the Elusive Magic Bullet: Parental Involvement and Student Outcomes" (Kim O. Yap and Donald Y. Enoki); (6) "Childhood: Our Children's Voices" (Frances K. Kochan); (7) "Our 'Changing' Town, Our 'Changing' School: Is Common Ground about 'Good' Classroom Practices Possible?" (Jean L. Konzal); (8) "Recommendations for Research on the Effectiveness of School, Family, and Community Partnerships" (Nancy Feyl Chavkin); (9) "Building a Learning Community

(Cognition); Zoos

Field trips are a regular part of many programs for young children. Field trips can serve a variety of purposes, such as exposing children to new things or helping children to see familiar things in new ways. The purpose of this study was to learn the meaning children gave to a field trip. Cameras were made available to each of the children in a group of 3- to 12-year-olds (n=21) from a campus child care center. It was suggested to them that they take pictures during the field trip to show other children, who were unable to go on the trip, what the zoo was like. Trips to the zoo were not a regular part of the center's program. The results revealed that over 80% of 6- to 12-year-olds' photographs contained animals. Older children noticed and learned new features of familiar animals and about new, unfamiliar animals. Only the 10- to 12-year-olds indicated that they understood abstract concepts such as the need to preserve animals. On the other hand, with one exception, only 56% of the preschool children's photographs contained animals, and the students photographed only familiar animals, including chipmunks. They photographed action (e.g., swimming, petting). Young children also photographed the clouds, ground, and other items not uniquely associated with the zoo. The results were interpreted in light of Farrar and Goodman's Schema-Conformation Deployment Model. Preschool children seem to need more than one exposure to unfamiliar phenomena to notice and to remember them. (Contains 18 references.) (Author/HTH)

ED 452 998 PS 029 509

Marr, Deborah; Windsor, Mary-Margaret; Cermak, Sharon
Handwriting Readiness: Locatives and Visuomotor Skills in the Kindergarten Year.
PUB DATE- 01
NOTE- 17p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, 2001; see PS 029 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Cognitive Development; *Handwriting; *Kindergarten Children; Motor Development; Primary Education; Skill Development; Spatial Ability; *Writing Readiness; Writing Skills
IDENTIFIERS- *Graphomotor Skills; *Locatives; Visual Motor Functioning

Handwriting is an integral part of every child's school experience. In order to provide the best program to children both with and without handwriting problems, elementary educators need to understand the factors underlying the skill of handwriting. This study investigated the relationship between the cognitive understanding of locatives (e.g., words used for spatial and temporal concepts, such as "up" or "next to") and the graphomotor task of shape and letter copying in typically developing kindergarten children. Additionally, changes in those skills during the kindergarten year were examined. The Developmental Test of Visual-Motor Integration, the Boehm Test of Basic Concepts, and the Scale of Children's Readiness In PrinTing were administered to a sample of 138 children during the first and second half of their kindergarten year. The findings showed a significant increase in performance on all three measures from time one to time two. The relationships among the three tests varied. A moderate positive relationship between the visuomotor and handwriting test was found. This result supports previous findings that link visuomotor skills to handwriting. All other relationships were

Proceedings (San Diego, California, March 29-31, 2001).
PUB DATE- 01
NOTE- 307p.; For selected individual papers, see RC 022 966-987.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Distance Education; Educational Cooperation; Educational Practices; Educational Strategies; Elementary Secondary Education; Gifted; Higher Education; Mainstreaming; Minority Groups; Partnerships in Education; Professional Development; Regular and Special Education Relationship; *Rural Education; Rural Schools; *Special Education; Special Education Teachers; *Teacher Education

The 2001 conference proceedings of the American Council on Rural Special Education (ACRES) contains 62 papers and summaries of presentations concerned with issues in rural special education. The papers are presented in 12 categories: impacting governmental policy, at risk, collaborative education models, early childhood, gifted, multicultural, parents and families, preservice and inservice teacher education, technology, transition, and other. Topics include personnel preparation and service delivery issues in rural areas, school-level implementation of inclusion policies, addressing challenging behaviors, collaborative partnerships within and among schools, inclusive practices in schools and classrooms, rural gifted education, culturally and linguistically diverse students in special education, special education practices and programs on the Navajo Reservation, rural teacher practicums, professional development, distance learning, university-school partnerships, Web-based teacher training, transition of special needs students to the community, crisis response in rural schools, rural support groups, and training in low incidence disabilities. (SV)

ED 453 019 RC 022 966

Martin, Suzanne M.; Williams, Jane M.; Hess, Robert K.
Personnel Preparation and Service Delivery Issues in Rural Areas: The State of the Art.
PUB DATE- 01
NOTE- 8p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Rural Education; *Special Education; *Special Education Teachers; *Teacher Education; Teacher Recruitment; *Teacher Shortage
IDENTIFIERS- Barriers to Implementation; Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act of 1997 (IDEA) reiterates the mandate that students with disabilities receive their education with nondisabled peers to the maximum extent possible. This paper examines issues in the implementation of IDEA in rural settings. A survey of members of the American Council on Rural Special Education yielded 83 usable responses, mostly from college faculty and special education administrators. Virtually all respondents worked in rural or remote settings. Respondents identified distance to campus, retention of qualified personnel, recruitment of program personnel, distance to shopping and recreation, and salary identified a higher special education placement rate of African American male students with Caucasian teachers. Yet the current U.S. teaching force includes only 4 percent African American teachers. To identify factors predictive of African American students enrolling in special education preservice teacher preparation programs, African American students were surveyed at 25 historically Black colleges and universities (HBCUs) nationwide and 8 Missouri public universities and colleges that offered special education teacher preparation programs. For students enrolled in HBCUs, the major factors were a desire to reverse the overrepresentation of African American students in special education programs, a desire to advocate for special needs students with the same cultural background, and the inspiration of a special needs person. For students in Missouri universities and colleges, the decisive factors were the inspiration of a special needs person and the feeling of being called to be a special educator. Role models and the financial advantages of forgivable loans, scholarships, and teaching were not factors in the decision-making process for either group. Recommendations are offered for recruiting African American students into special education preservice teacher preparation programs. Five tables present survey results. (TD)

ED 453 037   RC 022 984

Menlove, Ronda; Lignugaris-Kraft, Benjamin
University and School District Partners Go the Distance To "Grow" Special Education Teachers in Rural Communities.
PUB DATE- 01
NOTE- 7p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; *Distance Education; Elementary Secondary Education; Higher Education; Interactive Television; Partnerships in Education; Practicums; *Preservice Teacher Education; *Rural Education; *Special Education Teachers; Student Recruitment; *Student Teacher Supervisors; Student Teachers; Teacher Shortage; Teleconferencing
IDENTIFIERS- *Utah State University

To combat the shortage and high turnover rate of rural special education teachers, Utah State University (USU) special education faculty members developed university-school district partnerships. The partnerships recruit and train local community members as certified mild/moderate special education teachers and supervise student participation in practica and student teaching experiences in remote rural sites. Distance education technology delivers training to preservice special education teachers in their local communities. Community adjunct university supervisors and cooperating teachers are trained by university faculty to supervise field-based practica courses. Supervisors are often district-level special educators who completed or are familiar with the USU program. Cooperating teachers, who are often graduates of the USU on-campus or distance education program, assist with supervision in partnership with the adjunct supervisors. Training is conducted on site, on campus, and via distance education technology. University and district supervisors and cooperating teachers also supervise students together using remote two-way materials and sponsors programs to increase the number of students pursuing these fields at the high school and college levels. DO-IT stands for Disabilities, Opportunities, Internetworking, and Technology. The booklet lists publications, videotapes, training materials, and electronic resources available through the DO-IT program and includes ordering information. (CFB)

ED 453 057   SE 064 593

Chang, Morris; Luh, Ding Bang
IPRO--InterProfessional Project.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Descriptions; *Curriculum Development; *Engineering Education; Higher Education; Science Education; *Student Projects

The ability to work with different professions in a project-oriented setting is critical to today's engineering education. InterProfession (IPRO) projects, a three-credit course at the Illinois Institute of Technology, are integrated into the curriculum. Through these industry-sponsored projects, students will deal with real world engineering problems. This allows students to learn "the way we will work." This paper addresses the principle and practice of the IPRO through: (1) the basic structure of IPRO program, (2) a comparison with other similar programs, and (3) the authors' experiences with the IPRO project. From the experience with IPRO project, the authors propose the following: the 3Cs (communication, coordination, and cooperation) model for teamwork; teamwork cultivation; stress and confident management for project members; and leadership development. (ASK)

ED 453 058   SE 064 597

Miau, Jiun-Jih; Chiu, Huei-Huang; Wu, Yuh-Yi; Lin, Chin-E; Choi, Siu-Tong; Yang, Shih-Ming; Jenq, Syh-Tsang
Development of an Aviation Maintenance Curriculum in an Aerospace Engineering Department.
PUB DATE- 99
NOTE- 6p.; Paper presented at the International Conference on Engineering Education (Prague, Czech Republic, August 10-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aerospace Education; *Aviation Education; *Curriculum Development; Engineering Education; Foreign Countries; Higher Education
IDENTIFIERS- *Taiwan

This paper describes the motivation of developing the Aviation Maintenance Curriculum, at National Chang Kung University (seven elective courses) contents of the elective courses, and university-industry collaborations developed along with the Curriculum. The curriculum represents an effort to respond to the needs of manpower in the aviation industry in Taiwan. It was developed through two NSC projects funded by the Ministry of Education, China Aviation Foundation, CAA, CASID, China

Australia, December 4-7, 2000). Document contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Concept Formation; Foreign Countries; Higher Education; *Learning; Metaphors; *Physics; *Student Experience

Previous research in the field of student learning in higher education has mostly focused on conceptual issues of students at the individual concept or task level. There has been little research of students' conceptions of whole subjects, and virtually no previous research of students' feelings of their conceptual experiences. This paper aims to analyze students' experiences of studying a whole subject and their feelings associated with those experiences. The sample consisted of two interviews with twenty-four first year university physics students. In analyzing students' experiences, two related methodological approaches were used. The first phase of analysis adopted a phenomenographic approach, resulting in the development of categories of description of the variation within students' meaning of understanding. The second phase of the analysis adopted a metaphoric approach, where the variation within students' feelings associated with their meanings of understanding were analyzed. In this paper, the authors present the set of categories of description they developed to describe the variation in the way students conceive of understanding. In presenting these categories of description, the discussion will point towards the (Contains 24 references and 3 tables.) (Author/ASK)

ED 453 079 SE 064 757

Van Rooy, Wilhelmina
HSC Biology Teachers and the Stage 6 Syllabus.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Educational Change; Foreign Countries; Information Technology; Science Curriculum; *Science Teachers; Scientific Principles; Secondary Education; *Teacher Attitudes
IDENTIFIERS- Australia

In July 1999, the Board of Studies in New South Wales released five new senior high school science syllabi for implementation in 2000. The study reported in this paper examines the perceptions of a small group of experienced biology teachers towards syllabus change and in particular those concerning the Stage 6 Biology syllabus for the Preliminary course. Discussion of nature of biology and its teaching and the practicalities of biology lessons were used as tools for accessing teachers' thinking about syllabus change. (Contains 12 references.) (Author)

ED 453 080 SE 064 766

Yates, Shirley M.
Students' Explanatory Style, Goal Orientation and Achievement in Mathematics: A Longitudinal Study.
PUB DATE- 99

"difference." The dominant approach tends toward sameness and the elimination of variation, while one critique of the dominant approach tends toward an ultra-relativist focus on difference that would ultimately render comparison impossible. The principal practical role of comparative education, especially in its English language traditions, has been to provide technical support for hegemonic policy strategies of convergence, imitation, and homogenization, whereby national education systems are pushed toward global models based on idealized representations of "Western" education. This paper is positioned at a critical distance from the hegemonic relations of power in the field of comparative education, to (1) critique the positivist mainstream of the field; (2) review the field in light of the challenge of globalization, whereby the nation-state ceases to be the horizon of analysis, and the problem of homogenization of local/national identities is intensified; and (3) outline a preferred interdisciplinary basis for comparative education, drawing primarily on the history of education and educational sociology. The paper argues for an approach in which neither "sameness" nor "difference" are privileged, comparative education is reflexive about the relation between its techniques and its applications, theory takes primacy over methodology, and the qualitative is primary to the quantitative. In this approach the educational comparison is grounded in the refusal of hegemonic claims, the explanation of difference, and sympathetic engagement with "the other." Contains 14 notes and 88 references. (BT)

ED 453 100 SO 032 671

Dyer, Susan K., Ed.
Beyond the "Gender Wars": A Conversation about Girls, Boys, and Education (Washington, D.C., September 14-15, 2000).
PUB DATE- 01
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diversity (Student); Elementary Secondary Education; *Equal Education; *Gender Issues; *Sex Fairness; Sex Role; Sexual Identity; Social Science Research
IDENTIFIERS- American Association of University Women; Dialogic Communication; *Educational Issues

In September 2000, a symposium was convened by the American Association of University Women Educational Foundation to foster a discussion among scholars who study both girls' and boys' experiences in and out of school. Participants shared their insights about gender identity and difference, challenged popular views of girls' and boys' behavior, and explored the meaning of equitable education for the 21st century. Among the participants were Susan McGee Bailey, Patricia B. Campbell, Beatriz Chu Clewell, James Garbarino, Patricia Hersch, Michael S. Kimmel, Lynn Phillips, William S. Pollack, and Barrie Thorne. This report summarizes the key insights from the symposium and includes the following chapters: (1) "Which Girls? Which Boys? Putting Gender Identity in Context"; (2) "What Is Success? Defining an Equitable and Effective Education for Girls and Boys"; (3) "What If There Were a Gender War and No One Showed Up? Reframing the Issues"; and (4) "What Are the Priorities? Setting an Agenda for the Future." (Includes 17 endnotes.) (BT)

ED 453 101 SO 032 684

institutional diversity within their units, and manage personnel and financial resources fairly and effectively. Contains 3 tables and 37 references. (BT)

ED 453 121   SO 032 764

Burghardt, Deborah A.; Colbeck, Carol L.
Women's Studies Faculty: Claiming Feminist Scholarship in a State University System.
PUB DATE- 01
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *College Faculty; Educational Research; *Feminism; Higher Education; Interdisciplinary Approach; Interviews; *State Universities; *Womens Studies
IDENTIFIERS- *Faculty Attitudes; Feminist Pedagogy; *Feminist Scholarship

Today, although over 700 Women's Studies (WS) programs in the United States diversify the curriculum and cross disciplinary boundaries, WS units at many research universities have failed to become centers for the production of interdisciplinary feminist knowledge. This study posed the following question: How do institutional, collegial, and individual values influence WS faculty decisions about whether and how to pursue feminist interdisciplinary teaching, research, and service when they are located in a disciplinary department and associated voluntarily with a WS program? The faculty sample included 20 women in 9 disciplines at 4 comprehensive universities in a state system with established WS programs who had either taught WS cross-listed courses or intended to in the future. Data consisted of long, semi-structured interviews and analysis of each faculty member's latest curriculum vitae. A key theme emerged: the variation in degree of commitment to social activism. Participants emerged as either interdisciplinary scholars (IDS) or disciplinary scholars (DS). Each group had distinctive approaches to their scholarly lives and approached their feminist work with differing intensities. Both groups were able to commission feminist knowledge through the courses they taught, the research they chose, and the dissemination outlets they selected. Both IDS and DS reported a low level of intellectual community in their disciplinary departments. Many IDS, however, found both intellectual community and friendship networks within the WS program or with feminist colleagues outside their departments. Many DS qualified their relationship to WS--that qualification was coupled with less involvement with WS in general. The four university sites in this study were assigned program, rather than departmental status, which placed these feminist projects at the margins of their institutions. Contains 38 references. Appended are the original conceptual framework, IDS and DS conceptual frameworks, and 2 tables. (BT)

ED 453 122   SO 032 765

Hardin, Belinda J.; Figueras, Olimpia
Under Construction! Temporal Identities of Kindergarten Children in Mexico and the United States.
PUB DATE- 01
NOTE- 40p.; Paper presented at the Annual Meeting of the American

ED 453 140 SO 032 802

Moroishi, Yasumi
Women in Higher Education in Post WWII Occupied Japan: The Effect of Democratic Reforms.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Conference of the Comparative and International Education Society (45th, Washington, DC, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Educational Change; *Educational History; *Educational Policy; Educational Research; *Foreign Countries; Gender Issues; Government Role; *Higher Education; *Womens Education; World War II
IDENTIFIERS- Historical Research; Interpretive Research; *Japan; United States Occupation of Japan

This study explores postwar educational reform in Japan from 1945 to 1952 and focuses on issues related to women's higher education. It describes the transformation of the educational system and the effect of the educational reforms of U.S. occupation forces on post-World War II Japan. The basic research design emphasizes narrative historical research supplemented by the interpretive approach. Data collection includes books, journal articles, government documents, and newspaper articles about educational policies. A description of the Japanese educational system, especially the hierarchical structure of educational administration, provides the basis for an understanding of the problem of the historical inadequacy of higher education for Japanese women. While the Ministry insisted on the importance of traditional Japanese gender roles, it went on to announce the outline of educational reforms for women in December 1945, and four women were accepted into the University of Tokyo in 1946. In the end, educational policies for women's education were directly related to policies developed for the improvement of women's rights. (Contains 30 references.) (BT)

ED 453 141 SO 032 803

Cheung, Kwok Wah
The Emergence of Regulated Individualism: Case Study of an Educational Journal in China.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (45th, Washington, DC, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; Cultural Context; Educational Change; Educational Theories; Ethical Instruction; Foreign Countries; *Ideology; *Scholarly Communication; *Scholarship
IDENTIFIERS- Bernstein (Basil); *China; Cultural Revolution (China); *Educational Journals; Empirical Analysis; Empirical Research

Based on the theory of pedagogic discourse developed by Basil Bernstein, this paper discusses the relationship between the production of intellectual discourse and the Chinese State which emerged after the Cultural Revolution. The paper indicated that most of the students with Down syndrome attended their neighborhood schools and received some type of related services. Most of the classes had an inclusion aide who also worked with other students. Teachers considered the inclusion of children with Down syndrome successful, though there was room for improvement. Teachers found the experience challenging, rewarding, and of great value to their general education students as well as the child with Down syndrome. They noted that extra work was necessary for preparing modified class assignments, homework, and evaluation procedures. The best learning arrangements were 1:1 and small group instruction, with peer tutors, computers, and team teaching was sometimes effective. Praise was the best behavior management strategy. (Contains 10 references.) (SM)

ED 453 161 SP 039 957

Bercik, Janet T.; Pultorak, Edward
Teacher as Advocate: A Look at CADST--Chicago Area Directors of Student Teaching--Pro Active Model.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (81st, New Orleans, LA, February 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Elementary Secondary Education; Field Experience Programs; Higher Education; Preservice Teacher Education; *Student Placement; *Student Teacher Supervisors; Student Teachers; *Student Teaching
IDENTIFIERS- Illinois (Chicago)

This paper describes the Chicago Area Directors of Student Teachers (CADST), formed in 1969 as an outgrowth of the Chicago Consortium, which was designed to initiate cooperation among institutions of higher education in the Chicago area. Members of CADST work together to share ideas and deal with issues relevant to working with preservice teachers. The organization currently involves 24 public, private, and parochial institutions. Membership is open to people at the institution who coordinate or direct field placements. If one of these people leaves their position, the institution may send a new representative. For many participants the crucial piece is having someone or a group who will mentor them through the process. CADST meets six times per year. This paper presents a background on CADST, describes the present organization, explains CADST's collaborative efforts, and discusses its structure and future. It also explains how to develop a coalition of supervisors. Attached are a sample letter for setting a meeting and the requirements for that day; a sample agenda; and a sample of host institutions. (SM)

ED 453 162 SP 039 958

Cole, Donna J.; Ryan, Charles W.; Serve, Paul; Tomlin, James A.
Developing, Sustaining and Assessing Collaborative Structures with Education, Science, Mathematics and English.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English

ED 453 181   SP 039 981

Wraga, William G.
What Makes Educational Leadership "Educational"?
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 2, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Democratic Values; *Educational Administration; Elementary Secondary Education; Higher Education; Participative Decision Making; *Principals; School Administration
IDENTIFIERS- Dewey (John); *Educational Leadership

The processes of educational leadership are educative when they both educate constituents and are informed by feedback from constituents; when they are conducted as an ongoing exercise of participatory problem solving. In short, educational leadership is educational when both its ends and its means are educative. John Dewey provided a theoretical rationale for this condition of educational leadership, and recent research provides evidence to suggest that when school leaders employ participative forms of decision making, schools are more likely to achieve their educational purposes. Recently, the educational leadership field has begun to give increasing credence to the central importance of educational dimensions of the school administrator's work. For example, during the last two decades, commitment to a managerial focus on the administration of school has begun to yield to a new conception of educational leadership, which abandons top-down decision making in favor of collaborative approaches to problem solving which recognize the central importance of curriculum and instruction in the life of the school. The paper recommends that educational leadership preparation programs revise their curricula and redirect resources to equip prospective leaders with the capacities to lead in this manner. (Contains 24 references.) (SM)

ED 453 182   SP 039 983

Papanastasiou, Elena C.; Conway, Paul F.
Multicultural Transformations through LATTICE: An Evaluation of a Model of Professional Development for Teachers.
PUB DATE- 01
NOTE- 28p.; Paper presented at the Annual Meeting of the Comparative International Education Society (Washington, DC, March 14-17, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Multicultural Education; Teacher Attitudes; Teacher Improvement

This paper describes a 5-year inservice teacher professional development project to improve teachers' abilities to work in between their own ethnic identities and their participation in diversity training. Data from surveys of 234 public elementary teachers across Connecticut indicated that there was a clear connection between student language background and teacher efficacy. The results also suggested that teacher efficacy is more fluid than previous research has indicated, so it can be influenced by teacher preparation and professional development. No differences in teacher efficacy by student language background were found on the basis of teacher ethnicity. The results indicated that diversity training did not affect teacher efficacy favorably. (Contains 47 references.) (SM)

ED 453 202 SP 040 003

Murphy, Carlene U.; Lick, Dale W.
Whole-Faculty Study Groups: Creating Student-Based Professional Development. 2nd Edition.
PUB DATE- 01
NOTE- 358p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Teacher Collaboration; Teacher Improvement; Teamwork
IDENTIFIERS- *Study Groups

This book discusses the most current knowledge on whole- faculty study groups (WFSGs). Nine chapters examine: (1) "Introduction" (how WFSGs began and spread); (2) "Enabling Professional Development and Schoolwide Change" (guiding principles and questions); (3) "Key Components: Context, Process, and Content"; (4) "Context: Clarifying Roles, Responsibilities, and School Culture" (contexts in which study groups must function within the schools and key players' roles); (5) "Process: A Guiding Structure That Enables Teachers and Students" (15 study group process guidelines, procedures for creating communication networks and strategies, and 23 study group work time models); (6) "Content" (staff development content; academic knowledge, instructional strategies, instructional skills, management, and belief systems; and the central decision making cycle involving data collection and analysis, student needs, prioritization of needs, organization around student needs, plans of action, implementation, and evaluation); (7) "Maintaining Professional Development and Ongoing Commitment" (the difficult process of institutionalizing the study group process into the school and school system); (8) "Supporting Synergistic Groups and Teams" (how to use the study group process to build effective teams and teamwork in schools); and (9) "Success: Learning From the Experiences of Seven Schools" (results of the WFSG process in a representative sample of schools). (SM)

ED 453 203 SP 040 004

Campbell, Elizabeth; Thiessen, Dennis
Perspectives on the Ethical Bases of Moral Agency in Teaching.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

gender, socioeconomic status) were taken into consideration in determining the consistency of specific assessment tasks in providing feedback to the instructor as researcher. The study results provided evidence of high content validity as well as high construct validity of time and nontimed assessment tasks. Concurrent validity among similar assessments tasks was evident. However, the predictive validity of assessment tasks (individual task to the final score) varied depending on whether the assessment task was nontimed (r=0.20 to r=0.41) or timed. Timed assessment tasks were high predictors of the student's performance in the course (r=0.57 to r=0.01). Timed assessment tasks were more reliable (consistent) than nontimed tasks in providing assessment feedback across similar groups and contexts (contextual reliability). Scores from the nontimed assessment tasks fluctuated more from group to group (r=0.04 to r=0.68) than scores from timed tasks. Nontimed tasks probably tapped student skills and strategies that were not retrievable through timed examinations. The study highlights the importance of understanding, documenting, and evaluating assessment practices to better inform decision making at both classroom and program levels. (Contains 2 figures, 3 tables, and 17 references.) (SLD)

ED 453 222   TM 032 573

De Lawter, Kathryn; Sosin, Adrienne Andi
Collective Reflection as an Alternative Methodology in Curriculum Research and Teaching: Representations in Global Perspectives.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Global Approach; Higher Education; *Multicultural Education; Preservice Teacher Education; *Preservice Teachers; *Reflective Teaching; Stereotypes; *Teacher Education
IDENTIFIERS- *Calendars

This paper describes an alternative methodology used to study students' constructions of meaning as they engage in a curriculum-making project while taking "Global Perspectives," a foundational graduate preservice teacher education course at Pace University, New York. Global Perspectives offers opportunities to explore the power of suppositions and biases and to integrate world concerns and awareness of stereotyping into curriculum planning. The alternative methodology extends the collective reflection of interpersonal discourse through interpretation of multicultural calendar artifacts as texts. Viewing these artifacts created by students as texts and reviewing the statements made by the calendars' creators on videotape allows the two instructors to explore the focal and tacit dimensions of the students' expressed personal knowledge. Students' viewing of their representations and the artifacts made by their classmates as texts means that they can access how someone else thinks. This approach helps develop the global perspectives of preservice teachers. The calendar task makes future teachers' actions and reflections real in regard to the multicultural curriculum by requiring students to think about taken-for-granted notions of cultural and personal markings of time. (Contains 1 figure and 18 references.) (SLD)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Psychology; Higher Education; Preservice Teacher Education; *Preservice Teachers; *Service Learning; *Student Attitudes; *Undergraduate Students

The purpose of this study was to examine the impact of service learning by integrating service learning into an undergraduate educational psychology course with the course and instructor held constant. The study was designed to assess academic and affective outcomes by combining both qualitative and quantitative measures. Students in two sections of a required course participated in this study. Both sections were taught by the same instructors, but one section (n=27) was required to write two papers based on recent research in the areas of learning and motivation, and the other section (n=16) was required to do a service learning project in a local elementary school working with the children in various capacities. Although the results were not statistically significant, the mean course grade for the service learning group was higher than that of the control group. When affective outcomes were compared, a significant difference was found for civic responsibility. Students' qualitative responses also revealed the positive impact of the service learning activities. (Contains 21 references.) (SLD)

ED 453 242 TM 032 593

Mazzeo, Christopher
Stakes for Students: Agenda-Setting and Remedial Education.
PUB DATE- 00
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Educational History; *Educational Policy; Higher Education; *Policy Formation; *Remedial Instruction; *State Programs
IDENTIFIERS- *Massachusetts; *Oklahoma

The enactment and early implementation of remedial education policy reform was examined in Massachusetts and Oklahoma. The study also addressed the question of why "stakes for students" is an increasingly attractive option in elementary, secondary, and postsecondary education reform. In these states, as in others, the high levels of remediation required by college students have become a policy problem. Both Massachusetts and Oklahoma took early and strong action to address political concerns about postsecondary remediation. A number of data sources were consulted in this study. Three central themes emerged. First, in both states, remediation policy is part of a broader reform agenda. Second, it is also apparent that remediation has emerged as an issue absent of any groundswell of public concern about its extent or costs. Third, reforms in this area have evolved and changed substantially over time in both states. Examining these changes gives a sense of the complex political and institutional environment for the issue of college-level remediation. (Contains 101 references.) (SLD)

ED 453 243 TM 032 594

Bishop, Mary Jean; Cates, Ward Mitchell

ED 453 262 TM 032 799

Panitz, Theodore; Panitz, Patricia
Assessing Students and Yourself Using the One Minute Paper and Observing Students Working Cooperatively.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Observation Techniques; *Cooperative Learning; *Informal Assessment; Learning Strategies; Secondary Education; Self Evaluation (Individuals); *Student Evaluation; *Teaching Methods

This paper describes two approaches to the evaluation of student learning skills and learning styles: the "One Minute Paper" and classroom observation of students in cooperative learning groups. The One Minute Paper developed, by R. Weaver and H. Cottrell (1985), is a form completed by students at the end of class that asks students to indicate the most significant thing they learned that day and whether they have remaining questions. Completing this exercise encourages students to reflect and review, and it gives teachers immediate feedback on student understanding and problems. The One Minute Paper can be varied by asking students to work in pairs or groups and review each other's answers. Cooperative learning activities provide teachers with opportunities to observe students interacting. One way to approach classroom observation is to look for a hierarchy of abilities similar to Bloom's taxonomy. In this way, the stage of development and learning style of each student can be determined. By the time a test is taken, the instructor knows who will perform well and who will not. (SLD)

ED 453 263 TM 032 800

McMillan, James H.; Workman, Daryl J.
Classroom Assessment and Grading Practices: A Review of the Literature.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; Educational Research; Elementary Secondary Education; *Evaluation Methods; Grades (Scholastic); *Grading; *Instructional Effectiveness; Literature Reviews; *Student Evaluation

This review of literature is an analysis of completed research on the nature and effect of classroom assessment practices and grading. An examination of the literature in this field suggests that it is divided into these categories: (1) definitions of classroom assessment; (2) classroom assessment practices; (3) grading practices; and (4) the effect of classroom assessment and grading practices on student learning and motivation. The review demonstrates that there is little empirical evidence of the specific effects of using particular assessments and grading practices. This results in part from the complex nature of teaching. Several newer forms of assessment, such as performance-based assessment and portfolio assessments, are based on recent research on cognitive learning, but they are based on theory and not empirical evidence. Some suggestions are made for combining different classroom assessment components into a framework that makes usage. (Contains 4 figures and 19 references.) (Author/SLD)

ED 453 282 TM 032 819

Leung, Chi-Keung; Chang, Hua-Hua; Hau, Kit-Tai
Integrating Stratification and Information Approaches for Multiple Constrained CAT.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Banks; *Selection; Test Construction; *Test Items
IDENTIFIERS- *Stratification

It is widely believed that item selection methods using the maximum information approach (MI) can maintain high efficiency in trait estimation by repeatedly choosing high discriminating (alpha) items. However, the consequence is that they lead to extremely skewed item exposure distribution in which items with high alpha values becoming overly exposed while many low alpha ones may never be selected. With some demonstrated empirical success, the alpha-stratified design (ASTR) and its extension, the alpha-stratified with b-blocking method (BASTR), were proposed to tackle these problems simultaneously. While the latter method takes into consideration the correlation between the alpha- and beta-parameters, both stratified designs advocate the more frequent use of low alpha items in earlier stages of testing. The main objective of this study was to investigate the performance of integrating the traditional information based selection and the new philosophy of using low alpha items first in a multiple constrained setting. The performances of MI, BASTR, and their integration, MIBASTR, were empirically compared through simulation. Results indicate that BASTR was the best in utilizing the entire pool evenly, and thus in tackling item security problems. On the other hand, MI and MIBASTR offered high and comparable measurement efficiency. The latter outperformed the former in item exposure and pool utilization. (Contains 2 figures, 4 tables, and 26 references.) (Author/SLD)

ED 453 283 TM 032 820

Van Berkel, Henk J. M.; Schmidt, Henk G.
The Role of Lectures in Problem-Based Learning.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Higher Education; *Lecture Method; *Problem Based Learning; Student Interests; Study; *Undergraduate Students

The role lectures play in problem-based learning was studied. The hypothesis was that lecture quality would have a positive influence on the time students would spend in study, that it would increase intrinsic interest in subject matter and would have a positive influence on achievement. Lecture quality would students were admitted under preferential criteria. The American public education system has not yet found an effective way to address the needs of low-income and low-achieving students. (Contains 23 references.) (SM)

ED 453 303 UD 034 169

Fritch, Wayne S.
The Value of Religion in Uniting a School Community Capable of Forming Social Capital.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Catholic Schools; Elementary Secondary Education; Institutional Characteristics; Parent Attitudes; *Parent Participation; Private Schools; Public Schools; *Religion; *Social Networks; Teacher Attitudes
IDENTIFIERS- *Social Capital

This paper examines the value of religion in developing a school community capable of forming social capital. Research included a multiple case study approach involving a Catholic school, a non-Catholic religious school, and a public school within the same geographic area. Data collection involved: school documents (parent-student handbooks, registration materials, school newsletters, parent organization minutes, and school calendars); interviews with key informants (principal, principal's secretary, active parents, and community members); faculty interviews or focus groups; parent surveys and focus groups; aggregate student achievement scores; and observer notes from several activities involving parents. Social capital existed in each of the schools, but the relative amounts of social capital as measured by parent interaction, the number of other school families parents knew, and how often parents volunteered at the school, varied by school context. Religiously-sponsored schools had higher levels of social capital. This was due to several characteristics of religious school communities. For example, religion offered a common bond for building community and a time and place for sustained regular social interaction, resulting in social networks that the schools could use for their own purposes. (SM)

ED 453 304 UD 034 170

Action for All: The Public's Responsibility for Public Education.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Citizen Participation; *Citizenship Responsibility; Community Attitudes; Community Responsibility; *Elementary Secondary Education; *Public Education; Public Opinion; Surveys

This report presents information from a national survey commissioned by the Public Education Network and Education Week of registered American voters and from focus group interviews, assessing the extent to which the public is supporting or parents of children in chronically failing schools to use public dollars to send their children to their school of choice. Many prominent African American leaders support choice, and the Black Alliance for Educational Options was recently formed. More state legislatures and school districts are considering choice-related proposals. About 21 states considered legislation in 2000 to create charter schools or voucher programs for low-income students, and about 18 states considered tax credits or deductions to help parents with educational expenses. Choice supporters have found much to applaud in how the courts are handling anti-choice suits, with many states calling their charter school laws constitutional. Amendments to strengthen charter school laws are pending in many states, voucher legislation has been proposed in eight states, and tuition tax credit bills have been introduced in ten states. (Contains 79 footnotes.) (SM)

ED 453 323 UD 034 198

The General Duty To Promote Racial Equality: Guidance for Public Authorities on Their Obligations under the Race Relations (Amendment) Act 2000.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Federal Government; Federal Legislation; Foreign Countries; Legal Responsibility; *Public Officials; *Racial Discrimination; *Racial Relations; State Government
IDENTIFIERS- *Race Relations Act 1976 (Great Britain); United Kingdom

This publication helps British public authorities understand the implications of the Race Relations (Amendment) Act 2000 and comply with their new general duty to promote racial equality, pending introduction by the Commission for Racial Equality (CRE) of statutory codes of practice in late 2001. Section 1, "Racial Discrimination," discusses what racial discrimination is, when it is unlawful, who is liable for racially discriminatory acts, and whether there is a right of redress against racial discrimination. Section 2, "The General Duty to Promote Racial Equality," examines what the general duty is, to which public authorities it applies, and what it means in practice. Section 3, "Complying with the General Duty," discusses steps public authorities should take to comply with the general duty, whether the general duty applies to private or voluntary organizations carrying out a public authority's functions, how the general duty will affect a public authority's participation in partnerships, how positive action can be used to comply with the general duty, and whether the general duty is enforceable. Section 4, "Specific Duties, Codes of Practice and Enforcement," discusses what specific duties are, what the CRE codes of practice will cover, and whether the specific duties are enforceable. Appendixes include a detailed list of public authorities subject to the general duty and authorities proposed for addition in the future. (SM)

ED 453 324 UD 034 199

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Change; *Educational Technology; Elementary Secondary Education; Evaluation Methods; *Instructional Effectiveness; Instructional Innovation; Staff Development
IDENTIFIERS- Technology Plans; *Technology Utilization

This document is an outline of a presentation on measuring the impact of technology in schools. Highlights include: technology as a system lever; training and conducting audits in over 2,500 schools; Illinois NextSteps--organizing technology for student results; asking big questions of our technology investments; making instructional technology work for all students; stages of staff development; diffusion of innovations; assessing pervasiveness; first order change (focused on technical tasks, getting people to do it, efforts, and broad/generalized learning goals); second order of change (focused on re-culturing, addressing equity/building critical mass, meaningful "worth-the-money" student uses, added-value results, and specific/measurable learning goals); organizing the system for student results--systems thinking; Educational Technology Planners' (ETP's) four CornerStones (i.e., readiness to change, teaching and learning, system capacity, and technology deployment); data collection; leadership measures; catalytic validity; district strategy retreat; technology plan analysis tool; goals in state and district plans; sample goals; ETP's Spectrum of Technology and Learning Uses; mapping learning uses; what ETP is learning, i.e., schools are not presently organized for results; ETP partnership with Phi Delta Kappa; first/second order evaluation; classroom observations; collaborative development; student products helping assess the system's use of technology; student product scoring guides; craftsmanship of tool uses; five uses of the tools; classroom "running records;" and accountability. (MES)

ED 452 839 IR 020 679

Thornburg, David D.
Renaissance 2000.
PUB DATE- 00
NOTE- 18p.; In: The Secretary's Conference on Educational Technology, 2000: Measuring Impacts and Shaping the Future. Proceedings (Alexandria, VA, September 11-12, 2000); see IR 020 668.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; Communications; Developing Nations; *Economic Development; Educational Development; Educational Technology; Foreign Countries; Information Skills; *Information Technology; Internet; *Technological Advancement
IDENTIFIERS- *Technological Change

This impact paper discusses the nature of emerging technologies and markets at the turn of the millennium. The first section considers the impact of the printing press on the Renaissance. The second section considers implications for Renaissance 2000 (R2K), triggered by a new mode of communication, i.e., the Internet. The third section addresses the shift from "push" to "pull" in how informational media operate, emphasizing that had its impact on decision-making, workflow, and service delivery. A model of valuing information and intellectual capital on the balance sheet, that is appropriate to the new millennium and the rise of the knowledge organization, is explored, together with an overview of the future state for libraries and information services. (MES)

ED 452 859 IR 058 118

Burgess, Kerrie; Lake, Therese
Reading Minds: Adding Value to Services at the State Library of New South Wales.
PUB DATE- 00
NOTE- 11p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Benchmarking; Evaluation Criteria; Foreign Countries; *Library Services; Models; Relevance (Information Retrieval); State Libraries; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- Australia (New South Wales); *Information Value; *Value Added

This paper discusses the Research and Evaluation Program at the State Library of New South Wales (Australia) and what it has revealed about clients' notions of value and relevance. An overview is provided of the services that have been developed in order to meet clients expectations, including reading room services and the development of the 3Tier service model comprising: (1) simplifies the process of getting started, providing tools such as guides that allow independent access and services clients can access for themselves; (2) offers assistance in getting clients started on beginning level research through offering client education programs, conducting straightforward research on their behalf, or providing professional advice on using the collection of the library; and (3) offers formalized referral to specialist sections, subject experts, or curators and tailors and customizes services to readers' needs . The library's approach to benchmarking library services is outlined, including a model that shows the relationship between the variables of client satisfaction, the X factor (i.e., client's perception of the library's value), price, service, and product. A chart presents key service attributes and the top ten factors for quality service. (Contains 12 references.) (MES)

ED 452 860 IR 058 119

Bundy, Alan
Best Value: Libraries.
PUB DATE- 00
NOTE- 12p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Library Services; *Library Statistics; Measurement Techniques; Performance

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Higher Education; *Information Retrieval; Library Services; Reference Services; *Search Strategies; *World Wide Web
IDENTIFIERS- Search Engines; University of Queensland (Australia); *Web Sites

This paper discusses personal resource discovery on the World Wide Web from the point of view of a reference librarian. Two key questions for finding information on the Internet are identified: (1) What are you actually looking for? and (2) Who is likely to have the information? Examples of this approach are provided, and some problems with using search engines are noted. Two Web sites for finding information in the ".gov domain" (government information) are suggested, as well as recommendations for finding sources in the ".org" (organizations), ".edu" (educational), and ".com" (commercial) domains. A Web page from the University of Queensland (Australia) Library that lists recommended Web sites is included. (MES)

ED 452 881 IR 058 140

Williamson, Kirsty; Wright, Steve; Schauder, Don; Jenkins, Louise; Stillman, Larry
Levelling the Playing Field: The Role of Libraries in Providing Online Services for People with Disabilities.
PUB DATE- 00
NOTE- 14p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Accessibility (for Disabled); Appropriate Technology; *Assistive Devices (for Disabled); Computer Software; *Disabilities; Foreign Countries; *Internet; Library Role; *Library Services; *Public Libraries; *Training; User Needs (Information); Users (Information)
IDENTIFIERS- Australia

This study addressed, within the context of Australian public libraries, how people with disabilities can more easily share in the new world of instant information and communication offered by the Internet. Eight public libraries from Victoria and one from Wagga Wagga participated. The sample consisted of 85 adults with a variety of physical and intellectual disabilities. The first stage of data collection involved the evaluation of a range of different equipment considered suitable for public settings. The second stage saw the development of training focusing on the equipment recommended as a result of the evaluation stage. This paper presents results in the following areas: (1) evaluation of adaptive equipment and software, including Intellikeys, Enhancing Internet Access (EIA), trackballs, and the Opera browser; (2) selecting appropriate technology, including criteria to be considered, characteristics to avoid, and recommended equipment and software related to these criteria; (3) training for EIA and Opera; (4) training recommendations; and (5) access policies. Key project recommendations include: adaptive equipment/software need to be selected with care; attention conversation leaders, Phi Theta Kappa, and the Community College Humanities Association. (JA)

ED 452 901 JC 010 345

Ryken, Amy E.
Community College Students' Perspectives on Schooling and Scientific Work.
PUB DATE- 01
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Education; *College Preparation; *Community Colleges; *Education Work Relationship; High Schools; Job Skills; Student Educational Objectives; *Tech Prep; Two Year College Students; Two Year Colleges

This document compares Tech Prep and School-to-Work initiatives with the Berkeley Biotechnology Education, Inc. (BBEI) community college biotechnology education and training program. The primary goals of the three programs are: (1) Tech Prep links high schools with community colleges; (2) School-to-Work connects school-based learning with work-based learning to prepare students for roles in the workplace and integrate academic and vocational education; and (3) BBEI prepares students for technical positions in bioscience and for postsecondary education. A cohort of 27 BBEI students were studied; five of these students were selected for additional in-depth interviews. Results included: (1) through experiences in the three different settings--high school, community college, and laboratory workplaces--students learned that each setting had different expectations; (2) students had a sense of a range of educational and career options available, and said that they were able to make choices between these options; (3) work-based learning and school-based learning complement each other, but connections between the two settings cannot be assumed, and programs must be designed to make the connections clear; and (4) the expectations of both teachers and supervisors pushed students to make sense of multiple expectations that differed across school and work settings. (Contains 20 references.) (CJW)

ED 452 902 JC 010 346

Westchester Community College Strategic Plan, 1997-2002.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Community Colleges; *Educational Environment; *Educational Planning; Organizational Objectives; *School Effectiveness; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Westchester Community College NY

This document describes the 1997-2002 strategic plan for Westchester Community College (New York). The college's four focus goals are described in detail. The first goal is student retention, which includes the following actions: (1) identifying students' intent at the point of application; (2) centrally collecting data about students; (3) enhancing student

NOTE- 33p.; Presented at the Annual Meeting of the American Association of Community Colleges (Chicago, IL, April 5, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; Educational Quality; *Faculty Development; Learning; *Teaching Skills; Two Year Colleges
IDENTIFIERS- *Parkland College IL

This report describes the various faculty programs at the Center for Excellence in Teaching and Learning at Parkland College (Illinois). In response to faculty professional development needs surveys, these programs and activities were designed and created: (1) classroom assessment and research courses, which empower faculty to focus on learning by using classroom feedback to improve instructional quality and form an important connection with students; (2) the mentoring program, a one-on-one learning partnership designed to connect faculty with each other; (3) the new full-time faculty orientation program, created in response to feedback from new faculty who requested more support to ease their transitions to the school; (4) instructional workshops, seminars, and discussions that provide opportunities for continued learning; (5) preparation and development weeks, which launch and support major initiatives; and (6) teaching excellence awards, which recognize faculty who work hard and make a difference in their students' learning. Since 1996, approximately 2,000 full- and part-time Parkland faculty and faculty from other institutions have voluntarily participated in the center's programming. This document discusses these programs and presents course materials such as evaluation forms. (JA)

ED 452 923 JC 010 371

WTCS Facts, February 2001.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Administration; College Faculty; Educational Finance; Enrollment Rate; *Institutional Characteristics; *Student Characteristics; *Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin Technical College System

This report provides data tables that show various institutional characteristics of the Wisconsin Technical College System (WTCS), including enrollment, finance, programs, and staff. In addition to providing the latest data for each college in the system, the report helps draw long-term trends by including systemwide data from 1991 to 2000. Report highlights include: (1) the systemwide headcount was 454,728 for 1990-1991 and 453,668 for 1999-2000, slightly less than the figure from 10 years ago; (2) the 1999-2000 headcount by college shows that Milwaukee, Madison, and Fox Valley Technical Colleges, had the highest total headcount figures; (3) at Madison Technical College, 2,275 graduates received associate degrees and diplomas during 1999-2000, an 9% increase from the previous year; (4) the 1998-99 graduate employment status by college shows that at least 95% of graduates were employed approximately six months after graduation at most of the 16 colleges in the WTCS; (5) eighty-nine percent of the working or erratic arousal levels. Part 4, "Through the Looking Glass," examines distortions in perception, cognition, and responses that make it difficult to communicate clearly with children who hurt. Part 5, "Fundamental Principles," presents a collection of philosophies and suggestions for child rearing. Part 6, "Principles into Practice," uses an example of parents dealing with their child's aggression to illustrate how each of the preceding fundamental principles may be put into practice. Part 7, "Sensitive Situations," provides information and suggestions related to additional parenting concerns such as bedwetting, sleep problems, anger and violence, lying and stealing, running away, and addictive behaviors such as eating problems, drug and alcohol use, and self-injury. A glossary defines specialized terms. (Contains a 46-item reading list.) (KB)

ED 452 944 PS 028 875

Morris, Ann
The Adoption Experience: Families Who Give Children a Second Chance.
PUB DATE- 99
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Development; *Adopted Children; *Adoption; *Adoptive Parents; Child Abuse; Child Development; Childhood Attitudes; Disabilities; Foreign Countries; Parent Attitudes; Parent Background; *Parent Child Relationship; *Social Services; Transracial Adoption
IDENTIFIERS- Adoptive Families; Attachment Disorders; Great Britain; Homosexual Parents; Open Adoption; Single Parents; Unmarried Parents

This book examines the adoption process in Great Britain, recounting first-hand experiences to take the reader through each stage of the process from the adopter's point of view. The book also examines the success and failure of several types of adoption. The chapters are: (1) "You Want to Adopt"; (2) "First Meetings, First Months, Falling in Love"; (3) "Adopting Babies and Toddlers"; (4) "Adopting Schoolchildren"; (5) "Taking on an Adolescent"; (6) "Adopting a Child with a Physical or Learning Disability"; (7) "Adopting an Emotionally, Physically or Sexually Abused Child"; (8) "Unusual Adopters for Unusual Children: Single Parents, Unmarried and Gay Couples, and Adoption over Birth by Choice"; (9) "Adoption and Race"; (10) "Openness in Adoption"; (11) "Adopted but Unattached"; (12) "The Nightmare: When an Adoption Breaks Down"; (13) "Telling, Talking and the Need to Know More"; (14) "Tracing"; (15) "The Birth Mother's Story"; and (16) "The Adoptee's Story." Three appendices list well-known adopters and adoptees, present a legal guide to adoption in Great Britain, and list British adoption organizations and organizations offering support to adoptive families. (KB)

ED 452 945 PS 028 876

Kelly, Greg, Ed.; Gilligan, Robbie, Ed.
Issues in Foster Care: Policy, Practice and Research.
PUB DATE- 00
NOTE- 222p.

English Language Arts, Mathematics, Science, Social Studies, Career and Life Management 20, Physical Education 10, and Information and Communication Technology. In addition, the handbook presents information on Optional Courses in Career and Technology Studies, Fine and Performing Arts, Physical Education 20-30, and Second Languages programs. The handbook concludes with frequently asked questions and a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 963 PS 029 446

Kindergarten in Alberta: A Handbook for Parents, 2000-2001. Catholic School Version.
PUB DATE- 00
NOTE- 37p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 Catholic school series, see ED 421 293-303. For the 2000-2001 Catholic school series, see PS 029 446-456.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; Child Development; *Educational Objectives; *Elementary School Curriculum; Emotional Development; Foreign Countries; Intellectual Development; *Kindergarten; *Kindergarten Children; Language Arts; Mathematics; Parent Materials; *Parent Participation; Physical Development; Physical Education; Primary Education; Religious Education; School Readiness; Social Development; Special Needs Students; Student Adjustment; Student Evaluation; Transitional Programs
IDENTIFIERS- *Alberta; Spiritual Development

Kindergarten marks a new beginning for parents and their children, and presents challenges for parents as their child makes the transition between home and school. This handbook describes what parents can expect from their child's Catholic kindergarten program in Alberta, Canada. The handbook describes how young children learn, how their learning is evaluated, and how parents can be involved in their children's learning. The sections of the handbook discuss: (1) "What are young children like?" focusing on social, physical, intellectual, creative, emotional, and spiritual development; (2) "What do children learn in Kindergarten?" including religious education, English language arts, mathematics, community and environmental awareness, personal and social responsibility, physical skills and well-being, and creative and cultural expression; (3) "How do young children learn?"; (4) "What will you see in the Kindergarten area?"; (5) "How and why is children's learning assessed in Kindergarten?"; (6) "How will Kindergarten meet special needs?"; (7) "How will Kindergarten prepare children for first grade?"; and (8) "How can parents be involved?" The handbook concludes with questions parents may want to ask the teacher and a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 964 PS 029 447

Curriculum Handbook for Parents, 2000-2001: Catholic School Version, Grade 1.

through Teacher Action Research: Honoring Teacher Wisdom in Three Chicago Public Schools" (Norman Weston); (10) "Proactive Thoughts on Creating Safe Schools" (Constance M. Perry); (11) "Community-Based Education" (Christine J. Villani and Douglas Atkins); (12) "Improving Parent Involvement Programs and Practice: A Qualitative Study of Parent Perceptions" (Amy J. L. Baker); (13) "Improving Parent Involvement Programs and Practice: A Qualitative Study of Teacher Perceptions" (Amy J. L. Baker); (14) "The Peabody Family Involvement Initiative: Preparing Preservice Teachers for Family/School Collaboration" (Laurie Katz and Jerold P. Bauch); (15) "Parents' Educational Beliefs: Implications for Parent Participation in School Reforms" (Lee Shumow); (16) "Parent Involvement: The Key to Improved Student Achievement" (Steven R. Hara and Daniel J. Burke); (17) "Family-School Partnerships in Prekindergarten At-Risk Programs: An Exploratory Study" (Brent A. McBride, Ji-Hi Bae, and Thomas R. Range); (18) "Parent Involvement in American Public Schools: A Historic Perspective 1642-2000" (Diana Hiatt-Michael); (19) "Relationship, The Fourth 'R': The Development of a Classroom Community" (Nancy Meltzoff); (20) "Minimal Parental Involvement" (David J. Dwyer and Jeffrey B. Hecht); (21) "Family Programs for Academic Learning" (Herbert J. Walberg and Trudy Wallace); (22) "Connecting Families and Schools through Mediating Structures" (Vivian R. Johnson); (23) "Creating a Community of Readers" (Paul J. Baker and R. Kay Moss); and (24) "Someone's Most Precious Darling: Building the Home-School Connection in Preservice Teacher Education Programs" (Brenda Power and Constance M. Perry). All but one article contain references. (KB)

ED 452 982   PS 029 472

Nord, Christine Winquist; West, Jerry
Fathers' and Mothers' Involvement in Their Children's Schools by Family Type and Resident Status. National Household Education Survey. Statistical Analysis Report.
PUB DATE- 01
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Biological Parents; Family School Relationship; *Family Structure; Fatherless Family; *High School Students; High Schools; Motherless Family; *Nuclear Family; *One Parent Family; *Parent Participation
IDENTIFIERS- Noncustodial Parents

Studies have found that students who live apart from one or both of their biological parents tend to do less well in school than students who live with both their biological parents. Some observers have speculated that differences in levels of parents' school involvement may account for observed disparities in academic outcomes. For this study, involvement at the high school level was defined as participating in at least three of four school activities: attending a general school meeting, attending regular parent-teacher conferences, attending a school or class event, or volunteering at school. Drawing on data from the 1996 National Household Education Survey, the study found that school involvement of biological parents is not the same across family types and that the involvement of stepparents is generally lower than that of biological parents: (1) biological mothers in stepfather families are less likely to be highly involved in their children's schools than biological mothers in two-biological-parent families; (2) biological fathers in stepmother families, low. This study adds to a growing body of knowledge about the prerequisite skills needed for handwriting. (Contains 51 references.) (Author/HTH)

ED 452 999   PS 029 510

Raths, James
Teachers' Beliefs and Teaching Beliefs.
PUB DATE- 01
NOTE- 11p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, 2001; see PS 029 507. Published biannually. Paper presented at a symposium honoring ECRP editor Lilian G. Katz (Champaign, IL, November 5-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Change Strategies; Higher Education; *Preservice Teacher Education; *Preservice Teachers; *Teacher Attitudes; Teacher Education Programs; Teacher Improvement

On the premise that teacher education programs, with their emphasis on methods, are largely ineffective in improving current teaching practice, this paper examines ways teacher educators can change some of the beliefs of teachers and teacher candidates early in a program so as to optimize the impact of learning new teaching practices. Three central questions are addressed--what technologies are available to teacher educators for changing candidate beliefs, what ethics come into play concerning changing the beliefs of candidates, and what beliefs should be taught--along with the problems posed for changing beliefs. The paper then explores the concept of "dispositions," suggesting that if teacher educators could conceptualize the problem as one of "weak dispositions" rather than one of "beliefs," many of the issues would disappear. Three possible dispositions are explored as goals for a teacher education program: knowledge, colleagueship, and advocacy. (Contains 21 references.) (Author/HTH)

ED 453 000   PS 029 511

Dodge, Ellen P.; Dulik, Barbara N.; Kulhanek, Jon A.
"Clouds Come from New Hampshire": Confronting the Challenge of Philosophical Change in Early Childhood Programs.
PUB DATE- 01
NOTE- 11p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, 2001; see PS 029 507. Paper presented at a symposium honoring ECRP editor Lilian G. Katz (Champaign, IL, November 5-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Classroom Environment; *Early Childhood Education; *Educational Change; Program Descriptions; Resistance to Change; *Student Centered Curriculum
IDENTIFIERS- *Child Centered Education

This paper describes the evolution of an early childhood education program from one that was teacher directed, traditionally structured, and academically oriented to one that was emergent and child centered. The paper discusses how philosophical consensus was established, needed changes were prioritized and implemented, and new ways of thinking were schedule as major difficulties in their teacher preparation programs related to rural location. Half used practicum sites to ensure that students had specific special education knowledge and skills. Several distance learning strategies were used. Seventy-five percent of respondents reported shortages of special education teachers; half reported shortages of related services personnel. Top recruitment strategies were professional development opportunities, paid educational tuition, and salary incentives. Difficulties related specifically to IDEA implementation included lack of qualified personnel to conduct IDEA-mandated evaluations, problems of distance, and difficulties linking goals to the general education curriculum and designing and assessing behavioral intervention plans. Support for IDEA implementation came from the efforts of local personnel, strong family involvement, and interagency support. Recommendations are listed. (Contains 35 references.) (SV)

ED 453 020 RC 022 967

Pae, Holly
Reform Theory into Practice: A Case Study Examination of West Virginia's Efforts To Promote Inclusive Schooling through Site-Based Partnership Decision-Making Practices.
PUB DATE- 01
NOTE- 10p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Practices; *Inclusive Schools; Mainstreaming; Middle Schools; *Participative Decision Making; *Regular and Special Education Relationship; Teacher Collaboration; Teacher Role
IDENTIFIERS- *Faculty Senates (Elementary Secondary Schools); *West Virginia

A study examined the extent to which faculty senate involvement in strategic planning for inclusion influenced the implementation of inclusive practices in schools. Case studies in four West Virginia middle schools included examination of school strategic plans, observation, and teacher surveys and interviews. Analysis of findings across cases revealed some common themes: (1) actual changes in the structural model of schooling were related to how the larger system initially redefined teachers' positions within the school, not to faculty senate engagement in planning; (2) three schools restructured their service delivery model by redefining the special education teacher's role; (3) schools' unique characteristics affected how change was internalized; (4) faculty senates' inclusion plans gave limited attention to teachers' classroom practices; (5) special education enrollment and percentage did not impact the school's level of inclusion; (6) staffing patterns greatly impacted teacher collaboration levels and the extent of special education teachers' influence on regular classroom practices; and (7) a school's level of inclusion was related to the types of decisions made by its faculty senate. (Contains 41 references.) (SV)

ED 453 021 RC 022 968

Lamorey, Suzanne; Perry, Nancy
Contemporary Issues Education: Rural Perspectives and Resources.

audio/video teleconferencing technology. This allows on-campus and on-site supervisors to hear and see the remote site classroom at the same time. The amount and quality of feedback and training that students receive in remote sites is increased and mirrors that received by on-campus students. (Contains 25 references.) (TD)

ED 453 038 RC 022 985

Stenhoff, Donald M.; Menlove, Ronda; Davey, Bryan; Alexander, Melina
Preference of Students' Response and Outcomes of Distance Education Course Evaluation.
PUB DATE- 01
NOTE- 8p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Evaluation; *Distance Education; Higher Education; *Special Education; Special Education Teachers; Student Surveys; *Teacher Education; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Experience; Teleconferencing; World Wide Web
IDENTIFIERS- *Technology Utilization; *Web Based Instruction; Web Sites

A Web-based survey examined student rankings of teacher-student and student-technology interactions in distance education courses. Respondents were 61 students taking undergraduate or graduate distance education courses in special education at a Carnegie Research I university. Five instructors taught these courses. Three were full-time faculty members who had used an interactive teleconferencing system before, but two were new to the Internet-delivered interactive teleconferencing system used for these courses. Two instructors who co-taught a course were first-time instructors in a higher education setting, were adjunct faculty, and were new to distance education. Concerning how effectively instructors used the technology delivery system, the instructor with the most experience received the highest student ratings, followed by the two other instructors with prior distance education experience. The two instructors with the least amount of distance education experience received the lowest ratings. This pattern was repeated on other questions concerning teacher-student interactions. A majority of students found the course Web site useful, but again the instructor with the most distance education experience received the highest ratings. Most students strongly agreed that the course Web site was easy to use. However, the class having the students with the least experience in distance education received lower rankings on this question. (TD)

ED 453 039 RC 022 986

Cook, Robert S.; Rule, Sarah
When Face to Face Won't Work: Internet-Based Focus Groups.
PUB DATE- 01
NOTE- 7p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Airlines, EVA Airways, and Air Asia Company. (Author/NB)

ED 453 059 SE 064 603

Dodridge, Melvyn
Assessment Grading Systems and Regulations in Learning Outcome Models.
PUB DATE- 99
NOTE- 10p.; Paper presented at the International Conference on Engineering Education (Ostrava, Prague, August 10-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Engineering Education; *Evaluation Methods; Foreign Countries; Higher Education; Outcomes of Education; *Scoring
IDENTIFIERS- United Kingdom

Learning outcomes and their assessment has given rise to considerable debate as to whether outcomes should be graded or just pass/fail. Assessment models employing learning outcomes have been used for some time in the United Kingdom (UK) in further education programs for example National Vocational Qualifications (NVQs) and General National Vocational Qualification (GNVQs), however, they have only recently been introduced into Higher Education study programs for example Higher National Certificates and Diplomas (HNCs/HNDs). Learning outcome assessment models have not found favor in degree level programs in the university sector but this situation is likely to change as a result of the publication by the Quality Assurance Agency (QAA) for Higher Education in October 1998 entitled 'The Way Ahead'. The new framework they have proposed will now be developed and implemented over the next few years and one of the key four areas is the program specification which will be outcome based. This paper reflects on the experience gained at the University of Derby where a learning outcomes model has been in operation since 1995. Where traditional grading systems and assessment regulations are in force the implementation of a learning outcomes model needs careful thought not only at program level, but also at institutional level. From the working experience a number of the pitfalls are examined at program level, for example, is the traditional end of module examination acceptable in this type of model? Should learning outcomes be tested on more than one occasion? Should referral work be similar to that set using the traditional model? At institutional level the purpose of the assessment boards needs to be re-examined as well as the appropriate method to present the assessment information. The author has joined a University working party whose remit is to reconsider the existing model and regulations and in addition has the responsibility as Programs Manager in the Division of Electronic Systems. Principles in the application of learning outcomes are proposed together with some thoughts on the necessary changes in assessment regulations. Requirements for the various levels of professional status are defined in terms of competencies and when coupled with the QAA's requirements offers a major challenge in curriculum design. (Author)

ED 453 060 SE 064 626

NOTE- 10p.; Paper presented at the Combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999). This study was supported by a Flinders University Research Board Establishment Grant.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Intermediate Grades; Junior High Schools; Longitudinal Studies; *Mathematics Achievement; *Mathematics Instruction; Sex Differences; *Student Attitudes; *Student Educational Objectives

During childhood students develop habitual, characteristic, optimistic or pessimistic causal explanations for the everyday events in their lives. Furthermore, they acquire attributional patterns for their educational successes and failures which influence their attitudes, motivations and goals. In this study, relationships between primary and lower secondary school students' optimistic or pessimistic explanatory style, task involvement and ego orientation goals and achievement in mathematics are examined over a period of almost three years. While achievement in mathematics is most strongly related to prior achievement, there are significant relationships between students' explanatory style and achievement in mathematics and between students' explanatory style and task involvement goals. Students' gender and grade level are also important factors. The implications of these findings for education are discussed and suggestions made for future studies. (Contains 43 references.) (Author)

ED 453 081 SE 064 773

Anderson, Jennifer M.; Olson, Jennifer S.; Wrobel, Margaret L.
Beyond Computation: Improving Mathematical Problem Solving.
PUB DATE- 01
NOTE- 64p.; Master of Arts Action Research Project, St. Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Computation; Elementary Education; Grade 1; Grade 3; Grade 6; *Mathematics Instruction; Mathematics Skills; *Metacognition; *Problem Solving

This action research describes a program for improving mathematical problem solving skills. The targeted population consisted of first grade students in a transient, middle class community as well as third and sixth grade students from a growing, middle to upper class in Illinois. The concerns of problem solving were documented through teacher input and classroom observations. When analyzing the probable cause data, it was revealed that teachers were not consistent when implementing the problem solving skills needed for success across grade levels. It has also been shown that students lacked the ability to self-monitor and apply a variety of problem solving strategies to mathematical tasks. Instead, students opted to use basic computational skills to solve complex mathematical problems. A review of solution strategies resulted in a choice of three inventions: a consistency among teachers throughout grade levels, a four step problem solving checklist for students, and an incorporation of self-monitoring strategies within the classroom. Post intervention data

Hartz, Carlton
Labor.
PUB DATE- 01
NOTE- 18p.; Edited by Bill Hayes. Theme issue. Published quarterly. For other issues of the "Bill of Rights in Action," see ED 452 106, ED 452 124-126, and ED 444 880.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Government Role; *Labor; Secondary Education; Social Studies; *Unions; *United States History; *World History
IDENTIFIERS- Bill of Rights; Globalization; *Labor History

This theme issue of the "Bill of Rights in Action" looks at labor issues. The first article examines the unionization efforts of the Wobblies in the United States at the beginning of the 20th century. The second article explores the protests of the Luddites during Britain's Industrial Revolution. The final article looks at whether international labor rules should be adopted. Each article includes questions for class discussion and writing, a further reading list, and classroom activities. (BT)

ED 453 102 SO 032 693

Degelman, Charles, Ed.
Local Government: The Learning Laboratory.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 22p.; For other issues of "Service-Learning Network," see ED 444 902-903, ED 445 960, ED 445 977, ED 449 066, and SO 032 694.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- *Citizenship; *Citizenship Education; Elementary Secondary Education; *Government School Relationship; Interviews; *Local Government; Program Descriptions; *Service Learning; Social Studies; *Student Participation

This issue of "Service-Learning Network" looks at the ways that service learning can transform local government into a learning laboratory for civic education. The first article, "Creating the Missing Link: Local Government, Service Learning, and Civic Education" (Todd Clark), introduces the issue. "Service Learning and Local Government" (Ann Rappoport) offers a rationale and methods for using service learning to explore local government. "The Learning Laboratory: An Interview with David Korth" looks at service learning from the unique perspective of a social services planning manager in Hayward, California. The issue contains a "Program Profiles" section that describes two programs designed to link service projects and civic education to the exploration of community resources and local government agencies. The "Review Corner" section looks at a unique online course and two publications that introduce teachers and students to the diverse possibilities for linking service learning and local government. (BT)

ED 453 103 SO 032 726

Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Concept Formation; Cross Cultural Studies; *Cultural Context; Foreign Countries; Kindergarten; *Kindergarten Children; Primary Education; Qualitative Research; Thematic Approach; *Time
IDENTIFIERS- Mexico; North Carolina

This qualitative study investigated the temporal identities of 4- and 5-year-old children in Mexico and the United States, and the conditions that shaped changes in their ideas about time after they entered public school kindergarten. The study also examined the children's families, communities, and classrooms to gain a comprehensive view of the culture of time in each setting. A literature review was used to draw conclusions about common themes of time, which formed the conceptual framework for the study. The framework encompassed these five areas: (1) temporal structures; (2) timekeepers; (3) emotional bonds to time; (4) temporal language; and (5) nonrhythmic cues. A maximum variation sample (Patton, 1990) was used to capture central themes across diverse cultural, socioeconomic, and geographic areas. Twelve kindergarten children constituted the case studies; six from North Carolina and six from the state of Campeche, Mexico. Three phases of data were collected through semi-structured interviews and activities, observational field notes, and a review of documents related to state policies and standards. Results showed the children entered school with a complex network of temporal constructs. During the kindergarten year these were challenged by encounters with more formal approaches to time that emphasized structured daily schedules and conventional timekeeping. As the children developed new ways to organize, use, and understand time, the boundaries and content of their temporal identities changed. Contextual factors across sociocultural systems played a vital role in this process. Findings suggest that formal schooling should take into account the informal knowledge that children develop in home, community, and sociocultural systems regarding the construction of time concepts. Contains 5 tables and 12 references. (BT)

ED 453 123 SO 032 766

Arriaza, Gilberto
Crime and Punishment: Social Capital and Children of Color.
PUB DATE- 01
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Discipline; Educational Research; Ethnography; Junior High School Students; Junior High Schools; *Minority Groups; *Referral; *Socialization; Urban Education
IDENTIFIERS- *People of Color; *Social Capital

An ethnographic study explored the social dynamics behind the discipline statistics provided by referrals. This paper describes the social context that creates the educational environment where social capital is generated and/or denied, identifies three dominant ideological positions in China between 1949 and 1993: traditional collectivism (before the Cultural Revolution), radical collectivism (during the Cultural Revolution), and regulated individualism (after the Cultural Revolution). The empirical work is a study of "Jiaoyu Yanjiao" ("Educational Research"), the most important Chinese education journal, published by the Central Institute of Educational Research. The journal was created in 1978 by the Institute to support the new education reform in China. The paper's major empirical analysis is on the papers published by the journal on moral education. The reform policy in China introduced by the Chinese government in 1978 had necessitated a fundamental shift in what constituted the core elements of the dominant ideological positions of the State, involving certain elements of autonomy introduced to the intellectual field. But the exercise of the newly granted freedom was conditional, leading to a shift in the modality of controlling the intellectual field exercised by the State and an effect on the ways educational theories are produced and reported in the journal. Contains a figure, 7 tables, and 19 references. (Author/BT)

ED 453 142 SO 032 804

David-Gnahoui, Emmanuel
A Complexity Theory Analysis of Educational Reform in Benin.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (45th, Washington, DC, March 14-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Educational Change; Educational Practices; Educational Research; *Elementary Education; Foreign Countries; *Program Implementation; Public Schools
IDENTIFIERS- Agency for International Development; *Benin; Complexity Theory

Benin is breaking new ground through a profound reform of its primary school system. The innovation in the system is the revolutionary approach as regards educational practice. The main focus has shifted, in the objectives of the curriculum, from what to teach to whom to empower. This paper analyzes the Reforme de l'ecole de qualite fondamentale (REQF) from the theoretical standpoint of complexity theory. The paper is an initial attempt to apply complexity theory to educational reform in a particular developing country, the Republic of Benin. It first gives an overview of the country and then discusses the REQF, noting that although USAID mainly sponsors the REQF logistically, the government of Benin is responsible for its conception, design, and development with the assistance of foreign consultants. The REQF designers refer to their new curriculum as "new study programs," and these programs have been implemented on an experimental basis in 30 public schools for 6 years, representing a full primary school cycle. The paper considers why educational reform is so difficult, and what makes a successful reform. Contains 23 notes. (BT)

ED 453 143 SO 032 805

Shields, James J.
Sacred Architecture as a Narrative for Defining Religion, Culture and Social and Educational Change: A Proposal for a Series of Workshops for Educators.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Educational Change; Educational Improvement; Elementary Secondary Education; *Faculty Development; Graduate Study; Higher Education; Inservice Teacher Education; Mathematics Education; *Partnerships in Education; Preservice Teacher Education; Promotion (Occupational); Science Education; Summer Programs; *Teacher Collaboration; Teacher Improvement; Tenure
IDENTIFIERS- Wright State University OH

This paper outlines how shared decision making among teacher education faculty, PK-12 educators, and mathematics and science faculty lead to the preparation of quality educators within Wright State University's (WSU) "Partners Transforming Education: School-University-Community" program. This program was designed to simultaneously renew preservice and PK-12 education. It involves a newly designed teacher education curriculum, a conceptualized postbaccalaureate professional school model for middle and high school teachers, and four partnership PK-12 school sites. College faculty, school teachers, and community members collaborate in the renewal process. An important part of the University's efforts to build bridges within the institution and more effectively integrate the separate pieces of teacher education, is the interaction between the College of Science and Mathematics and the College of Education and Human Services. This effort works to ameliorate institutional barriers which have traditionally impeded intercollegiate collaboration toward improved preservice and inservice professional development and pedagogical practice. This paper describes WSU's integration of science and mathematics using the Praxis III model; presents a historical perspective on the process of developing collaborative teaching programs at WSU; and reflects on tenure and promotions within this collaborative model. (Contains 19 references.) (SM)

ED 453 163   SP 039 959

Burke, Kay
Tips for Managing Your Classroom. A Skylight Guide. Adapted from Chapter 4 of "What To Do With the Kid Who.... Developing Cooperation, Self-Discipline, and Responsibility in the Classroom, 2nd Edition."
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Discipline; Elementary Secondary Education; *Student Behavior; *Student Responsibility; *Teacher Expectations of Students
IDENTIFIERS- Proactive Teaching

This booklet provides proactive guidelines to help teachers manage the classroom environment. The tips explain how to establish procedures and create rules for behavior that will enable teachers to clarify their expectations for the students and reduce the number of classroom incidents that interfere with instruction. The guidelines are intended to help teachers empower their students to take responsibility for their

diverse settings, Linking All Types of Teachers with Intercultural Education (LATTICE). LATTICE involved K-12 public school teachers in Michigan and international graduate students and internationally oriented faculty at a large state university. Through 4-hour monthly meetings, the project sought to enhance K-12 teachers' understanding of national and international cultures and promote cultural tolerance. It also worked to enhance international students' understanding of the United States and of global intercultural issues. Meetings involved large and small group discussions of specific topics. A survey of past and current participants was conducted during the project's fifth year. Results indicated that LATTICE positively changed teachers' beliefs and classroom practices. Access to intercultural resources and frequent and varied communication channels (e.g., e-mail, monthly meetings, small and large group discussions, and formal and informal opportunities to interact with people from other cultures) all contributed to the changes in teachers' beliefs and practices. Appended are participant questionnaires used in the study. (Contains 21 bibliographic references.) (SM)

ED 453 183 SP 039 984

Blanton, Maria L.
Using a Subject Area Course To Challenge Secondary Pre-Service Teachers' Models of Teaching: A Teacher Educator's Experience.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Discourse; Higher Education; Mathematics Teachers; Preservice Teacher Education; Secondary Education; *Secondary School Mathematics; Student Teachers; Teacher Educators
IDENTIFIERS- Reflective Thinking

This investigation uses classroom discourse in an undergraduate mathematics course to challenge preservice secondary mathematics teachers' notions about mathematical discourse, what it should resemble in the classroom, and how it can be cultivated by classroom teachers. The research setting was an upper level geometry course. Eleven preservice mathematics teachers participated. Results indicated a transition in participants' image of discourse as an active process by which students use the collective knowledge of their peers to build mathematical understanding and a development in students' ability to participate in such discourse. This awareness, along with participants' analyses of their own habits of discourse as classroom teachers, prompted shifts in their pedagogical image of the role of discourse in their future practices of teaching. Results further suggested that the undergraduate mathematics classroom (as opposed to the methods classroom) offers a powerful and unique forum in which preservice secondary teachers can practice, articulate, and collectively reflect on reform-minded ways of teaching. (Contains 27 references.) (Author/SM)

ED 453 184 SP 039 985

Male, Trevor
External Influences Impacting on Beginning Headteachers in England: Findings from the IBPS Project.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Curriculum; Elementary Secondary Education; *Ethics; *Moral Development; *Moral Values; Student Behavior; Student Evaluation; Student Responsibility; Teacher Behavior; Teacher Influence; *Teacher Role; Teacher Student Relationship; Teaching Methods; Trust (Psychology)
IDENTIFIERS- Fairness; Moral Behavior; Respect

This paper introduces a qualitative study, currently in progress, entitled "The Moral and Ethical Bases of Teachers' Interactions with Students." The main focus of the study is the teacher's role as moral agent and the orientations within the classroom toward issues of right and wrong as identified by teachers and the researchers. The primary intent is to combine empirical investigation and philosophical inquiry in order to explore teachers' ethical knowledge related to both what they hope to teach and model for students and how they hope to govern their own behavior. This paper explores some of the theoretical complexities of the study and presents some of the interview and observation data gathered to date, focused primarily on the case of one teacher. The study emphasizes four areas: classroom rules, routines, and norms that influence student behavior; choice of materials; teaching approaches; and evaluation and assessment. To date, the research suggests that a level of ethical knowledge does exist for some teachers. study participants showed a self- conscious awareness of what they try to do in their capacity as moral agents and expressed a reflective acknowledgement of the virtues and principles they are imparting and modeling. (Contains 47 references.) (SM)

ED 453 204 SP 040 005

Sloan, Mindy; Schafer, Mary Ann
An Offender Typology Based upon Psychoeducational Needs: A Collaborative Climate for Success.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Behavior Standards; *Classification; Delinquency; Moral Values; *Psychoeducational Methods; *Sexual Abuse; Social Behavior
IDENTIFIERS- *Juvenile Sex Offenders

This study developed a classification model for matching appropriate psychoeducational interventions with specific groups of adolescent sexual offenders. Participants were male juvenile sex offenders incarcerated as wards in the Continuum of Care Sex Offender Treatment Program of the California Department of Corrections. The treatment provided services to offenders while incarcerated and throughout their parole. Psychoeducational interventions were used to explain common laws, norms in mainstream American culture, and consequences for choosing behaviors outside the norms. The treatment team included specialized parole agents, youth counselors, supervisors, psychologists, and teachers. A formative and summative evaluation of the program was conducted over 3 years. The Offender Typology System was developed to classify juvenile

ED 453 223 TM 032 574

Schwartz, Christine; Ball, Jessica
Evaluation of an Effective Postsecondary Program in Canadian Aboriginal Communities: Students' Perspectives on Support.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). For information on the First Nation Partnership Program (FNPP) and details about the program evaluation: http://www.fnpp.org.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Early Childhood Education; Foreign Countries; Helping Relationship; *Indigenous Populations; Interpersonal Relationship; Postsecondary Education; *Social Support Groups; Teacher Education; *Training
IDENTIFIERS- *Canada

The purpose of this study was to identify significant sources of support for Canadian aboriginal students in a unique early childhood education program developed between the University of Victoria, British Columbia, and seven across Canada. The approach of this study provided a fresh perspective in that it gave students the opportunity to name unlimited sources of support without restricting the definition of support. Thus, it enabled a quantification of the importance of sources of support and the possibility of identifying support sources previously overlooked in the research literature. Commentary was invited from a broad spectrum of community members who had been involved in or affected by the program. The impacts of the training program across groups of participants were uncovered by an ecologically comprehensive research method that consisted of qualitative and quantitative data collection and analyses that included interviews and questionnaires. The focus of this report is on the qualitative analysis of transcribed accounts given by 103 First Nations graduates of the 2-year program delivered in 7 communities. The results of this investigation indicate that a supportive learning and teaching environment that yields high rates of retention and program completion can be created when postsecondary education is delivered in a community where students' natural support networks are accessible. Formal and informal types of support identified are: (1) financial support; (2) preparatory programs; (3) personal support services; (4) child care services; (5) curriculum design; (6) instructors; (7) instructional methods; (8) other students; (9) First Nations Elders; (10) practicum settings; (11) flexibility in program delivery; (12) community based program delivery; and (13) informal support from other community members and family members. (Contains 28 references.) (SLD)

ED 453 224 TM 032 575

Cole, Rebecca Pollard; MacIsaac, Dan; Cole, David M.
A Comparison of Paper-Based and Web-Based Testing.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). This research was partially supported by Northern Arizona University Organized Research Grant funds, the NAU Department of Physics and Astronomy, the National Science

A Framework for Researching Sound's Use in Multimedia Instruction
To Enhance Learning.
PUB DATE- 01
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acoustics; Computer Uses in Education; *Educational Technology; *Instructional Materials; *Material Development; *Multimedia Materials; *Sound Effects; Technological Advancement

Recent technological advances now make possible the full integration of sound in instructional software. Sounds may gain and focus learner attention, reduce distracting stimuli, and make learning more engaging. In addition, they may help learners condense, elaborate upon, and organize details, highlighting interconnections among new pieces of information and making connections to pre-existing knowledge. Thus, sound may hold great promise for moderating acquisition, processing, and retrieval "noise" in instructional software. Unfortunately, interface and instructional design guides almost completely ignore sound, and research suggests many promising instructional uses remain largely unexplored. This paper: (1) describes current practice; (2) explores information-processing and communication theoretical foundations for sound's systematic use; and (3) proposes a framework for sound's use in instructional software. (Contains 1 figure and 228 references.) (Author/SLD)

ED 453 244 TM 032 595

Kim, Seock-Ho; Garberson, Lisa A.
An Investigation of State Rankings Based on SAT I Scores.
PUB DATE- 01
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Entrance Examinations; *Educational Policy; High Schools; Higher Education; *Predictor Variables; *State Norms
IDENTIFIERS- *Scholastic Assessment Tests

This paper is concerned with the statistical issues of state rankings based on the state average Scholastic Assessment Test I (SAT I) scores and other relevant demographic and policy-related variables that are to be controlled. The purposes of the study were threefold. One purpose was to investigate the optimal transformation of a particular predictor variable, the proportion of high school graduates taking the SAT I, in a regression equation. The second purpose was to apply the all-possible regressions procedure to select the best subset regression equation where the average SAT I scores are used as the predicted variable. The third purpose was to examine a way to combine both the SAT I and ACT Assessment scores for the state education performance indicator that can be used in the state ranking or other purpose. Two appendixes contain detailed descriptions of statistical procedures used in the analyses. (Contains 14 tables, 21 figures, and 53 references.)

sense for explaining how classroom assessment contributes to student motivation and achievement. An annotated bibliography of 20 sources is included. (Contains 30 references.) (SLD)

ED 453 264 TM 032 801

Pedersen, Susan; Liu, Min
The Effects of Modeling Expert Cognitive Strategies during Problem-Based Learning.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Elementary School Students; Hypermedia; Intermediate Grades; *Learning Strategies; *Modeling (Psychology); *Problem Based Learning
IDENTIFIERS- *Cognitive Modeling; Experts

This study examined the potential of a hypermedia-based expert tool to scaffold 66 regular education sixth graders engaged in a problem-based learning (PBL) program. Participants completed "Alien Rescue," a hypermedia PBL environment on the solar system. The tool under investigation offered students interactive video of an expert modeling his cognitive processes as he performed tasks relevant to the development of a solution to the central problem of the PBL unit. Two other versions of the expert tool were developed to isolate the effect of the cognitive modeling. Results suggest that the cognitive modeling offered through the expert tool brought the way students worked during periods of self-directed study into line with expert actions and impacted the quality of the rationales students wrote for their solutions. (Contains 3 tables and 18 references.) (Author/SLD)

ED 453 265 TM 032 802

Schoen, Harold L.; Finn, Kelly F.; Griffin, Sarah Field; Fi, Cos
Teacher Variables That Relate to Student Achievement in a Standards-Oriented Curriculum.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 01
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; Educational Change; *Educational Practices; *High Achievement; High School Students; High Schools; Low Achievement; *Mathematics Instruction; *Professional Development; *Secondary School Teachers; Teacher Characteristics
IDENTIFIERS- Core Plus Mathematics Project

The classroom practices of 20 teachers were studied during the field test of course 1 of Contemporary Mathematics in Context (CPMP), the high school mathematics curriculum developed by the Core-Plus Mathematics Project. In each year of the CPMP curriculum, mathematics is developed along the interwoven strands of algebra and functions, geometry and trigonometry, add to the other factors that play a role in problem-based learning, such as prior knowledge, the quality of the problems, the functioning of the tutor, and small-group collaboration. To test these hypotheses, data from 1,500 undergraduate students were analyzed. It was concluded that lecture quality did not affect the time spent in study, does not add to achievement, and does not influence intrinsic interest in the subject mater. Post-hoc analyses, however, demonstrated the quality of lectures to be related to other components of problem-based learning, which were not part of the presented model, such as students' perceptions of lectures as organizers of study efforts, or lectures as a means of putting the problem into a broader perspective. (Contains 4 tables, 3 figures, and 42 references.) (Author/SLD)

ED 453 284   TM 032 823

Sanders, Judith A.; Wiseman, Richard L.
Development of a Scale for the Student Assessment of Academic Advisors.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (Seattle, WA, November 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; *Evaluation Methods; *Faculty Advisers; Higher Education; Student Surveys; Test Construction; *Undergraduate Students

This study reports the development of an index for the student assessment of academic advisors. A total of 197 undergraduate students at 2 large universities volunteered to participate in a survey focusing on their advisors' skills and competencies. Drawing from a literature review, researchers had developed a 33-item scale that was pilot-tested with 75 undergraduates. After refinement, a 27-item scale was administered to the participants. Psychometric analyses demonstrated that the instrument was both reliable and valid, but the analyses suggested that a 15-item form of the instrument would be preferable, because the inter-item reliability for these 15 items was very high. The 15-item instrument is a potentially valuable tool for improving advising and rewarding excellent advisors. (Contains 3 tables and 30 references.) (SLD)

ED 453 285   TM 032 824

VanLehn, Kurt
Olae: A Bayesian Performance Assessment for Complex Problem Solving.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bayesian Statistics; *Computer Assisted Testing; Intelligent Tutoring Systems; Knowledge Level; Performance Based Assessment; *Physics; Problem Solving; *Rating Scales;

failing public schools. Americans report having only 3 hours or less per week to help improve public schools. They believe that what they can and should do is better perform their traditional civic duties. Half of the respondents would like to be more involved in education issues, though they offer persuasive reasons why they cannot. Americans are concerned for all children and believe the nation should guarantee quality public education for every community and child. A majority consider ensuring quality public education to be the nation's highest public priority. Americans believe that schools are the heart of local communities, and many define their communities by their neighborhood public schools. Americans are prompted to act to improve schools more by dire circumstances than by the daily challenges of raising school and student performance. Most surveyed believe that improving teacher quality is a more effective solution to improving public schools than equalizing resources, raising standards, or bolstering community involvement. (SM)

ED 453 305   UD 034 171

Matthews, Michael S.
Southeastern Public Education Responds to Change in Hispanic Population, 1985-2000.
SPONS. AGENCY- American Educational Research Association, Washington, DC.; Spencer Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Diversity (Student); *Educational Policy; Elementary Secondary Education; Higher Education; *Hispanic American Students; Public Education
IDENTIFIERS- Alabama; Florida; Georgia; *State Policy

This paper considers the history and current status of interactions between Hispanics and public education in Georgia, Alabama, and Florida, where widespread Hispanic presence is primarily a recent development, focusing on regular and gifted education. Policy actions by state government and postsecondary institutions as well as the Hispanic community are included. Research methodology involved personal communication and literature review, with some primary and secondary documents providing additional detail. Results find that Alabama, Georgia, and Florida differ significantly in Hispanic population and by when their Hispanic population arrived. Despite these differences, state policy responses have been very similar in some ways. Within gifted education, all three states have expanded identification criteria to increase the participation of students from groups under-represented under previous rules that emphasized IQ scores. Florida and Alabama policies changed under threat of legal action, while Georgia policy changed without such pressure. Both Florida and Alabama have implemented a dual pathway into programs for the gifted. The states' Departments of Education have not been very responsive to the needs of minority students in gifted education. Postsecondary programs originating in state colleges and universities have responded more quickly to demographic shifts than programs run by the State Departments of Education. (Contains 14 references.) (SM)

Rector, Robert; Johnson, Kirk A.; Fagan, Patrick F.
Understanding Differences in Black and White Child Poverty Rates.
A Report of the Heritage Center for Data Analysis.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Educational Attainment; Low Income Groups; Mothers; *One Parent Family; Place of Residence; *Poverty; *Racial Differences; Racial Discrimination; *Welfare Recipients; Whites

This study uses National Longitudinal Survey of Youth (NLSY) data to analyze differences in black and white child poverty. The NLSY documents family income and underlying conditions such as employment, educational attainment, welfare use, and marriage or divorce. This analysis examines: time in poverty, time on welfare, time in a single parent home, mother's math and verbal skill level, number of children born to the child's mother, mother's age at first birth, regional variables, rural residence, and racial group. Results indicate that welfare dependence and single parenthood are the major underlying factors producing child poverty. Increases in time on welfare, time in a single parent family, and number of siblings lead to increases in a child's time in poverty. Increases in a mother's math and verbal skills lead to decreases in a child's time in poverty. Race per se is not a significant factor in directly increasing child poverty. Black children have the same poverty rate as white children who are raised in similar circumstances. However, black children are more likely to be poor than white children primarily because they are more likely to live in single parent homes and be on welfare. Technical specifications are appended. (SM)

ED 453 325 UD 034 200

Rodriguez, Jim
A Conceptual Framework of Identity Formation in a Society of Multiple Cultures: Applying Theory to Practice.
PUB DATE- 00
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Traits; *Ethnicity; *Foster Care; *Foster Children; *Racial Identification; Socialization

This publication examines racial, ethnic, and cultural identity development in children in out-of-home care. In the field of foster care, the overrepresentation of children of color and the prevalence of cross-cultural placements compel practitioners and caregivers to attend to issues of ethnic identity formation. Information comes from focus group interviews with foster parents and youth and with alumni of the Casey Family Programs (which provides a range of permanency planning services for children and youth); interviews with practitioners; consultation with experts; and field notes from conversations with Casey staff and families at staff meetings and other functions. Part 1, "A Conceptual Overview," reviews and integrates the research and theory on ethnic identity and related concepts such as racial and ethnic socialization and social constancy theory. Part 2, "Ethnic Identity for Children and Youth in Out-of-Home Care," explores the implications and individuals will need a different set of skills to actively seek out information. The fourth section describes a dual economic structure in which the economy of atoms (physical goods) is marked by the law of diminishing returns, while that of bits is marked by the law of increasing returns. The fifth section examines the downward pressure on the prices of most high-tech goods and the problem that this presents for manufacturers; the shift toward an experience economy as a solution is discussed. The sixth section looks at the accomplishments and failures of desktop computers. The seventh section presents the concept of "shift control" (i.e., a shift in control to the consumer) as a dominant force for R2K that will reach into virtually all transactions. The eighth section addresses education in R2K, and the last section covers R2K in the developing world. (MES)

ED 452 840 IR 020 682

Pickens, Heide
Integrating Technology into the Curriculum: Gaining Confidence with One-on-One Workshops.
PUB DATE- 01
NOTE- 26p.; Master's Thesis, Chestnut Hill College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Techniques; *Computer Uses in Education; Courseware; *Curriculum Development; Individual Instruction; *Individualized Instruction; Inservice Teacher Education; *Instructional Development; Intermediate Grades; Student Motivation; *Teacher Workshops; *Technology Integration
IDENTIFIERS- Technology Implementation

This study addresses the issue of integrating technology into the curriculum. It explores how teachers use technology when they are given inservice training that has been customized to meet the needs of each individual for the integration of technology. The research was conducted in a school district in a suburb of Philadelphia. The three teachers chosen for the study were fourth through sixth grade teachers in their second year of technology integration. The researcher worked with the teachers over a 6-week period, once a week for 45 minutes. The one-on-one workshops focused on the integration of technology into the curriculum and introduced software programs that covered math, language arts, social studies, and an introduction to the Internet. The following types of data were collected by the initial survey to choose candidates: Technology Connection Forms to determine the types and quality of lessons developed, e-mail correspondence between teacher and researcher, teachers' journals, students' journals, one-on-one conversations with teachers, exit surveys, and interviews with peer teachers. This report provides background on the teachers and the workshops and discusses student motivation, administrative support, classroom management, implementation, technology support, and outcomes. (Contains 30 references.) (MES)

ED 452 841 IR 020 683

Forum on Technology in Education: Envisioning the Future. Proceedings (Washington, D.C., December 1-2, 1999).
PUB DATE- 99
NOTE- 310p.; For individual papers, see IR 020 684-690. Mary O'Hara Devereaux's Presentation, "Intersection of Technology Trends," is not available from ERIC. Graphics pages may not reproduce well.

IDENTIFIERS- Australia; Information Value; *Value Analysis

This paper provides an overview of library statistics as they relate to the value of library services. The first section reviews the Australian national think tank on library statistics, held in 1990. The second section examines the overall state of library statistics in Australia, focusing on deficiencies related to the lack of a central collection and/or repository of current statistics and the lack of nationally agreed performance measures for libraries. The third section considers how well library statistics have been used for demonstration of libraries as best value investments by society, educational institutions, governments, and businesses. The fourth section specifies areas requiring attention if libraries are to reinforce their claims on better funding and support in the 21st century. (MES)

ED 452 861 IR 058 120

Butterworth, Margaret
The Entrepreneurial Public Library: The Policy and Practice of Fee-Based Services.
PUB DATE- 00
NOTE- 18p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Fees; Foreign Countries; *Library Funding; *Library Policy; *Library Services; *Public Libraries; Reference Services; User Satisfaction (Information)
IDENTIFIERS- Ireland; New Zealand; Singapore; United Kingdom

This paper discusses fee-based services in public libraries. The first section examines examples of charging for public library services in three countries: the United Kingdom, the Republic of Ireland; and New Zealand. The intention is to consider the circumstances in which charging was introduced, the public's response in terms of the effect on usage, and an evaluation of whether the scheme is regarded as successful. The overall objective is to provide hard facts and statistics, in order that future decisions can be made without recourse to the emotional arguments of the past, which are largely based on purely philosophical grounds. The second section describes the Singapore experience, including: the rationales for charging, e.g., as a means of reducing extravagant wants to the level of realistic means, and for controlling the demand for the limited number of terminals for providing access to electronic information; the fee schedule for small services that tend to be free in other countries; the use of a national cashcard for payments; and other initiatives, e.g., the Home Delivery Service, three-tiered reference service with charges for higher tiers, creation of an inquiry database, and establishment of a call center to deal with remote inquiries. (Contains 33 references.) (MES)

ED 452 862 IR 058 121

Emery, David
Intellectual Property: Access and Protection.
PUB DATE- 00
NOTE- 8p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra,

needs to be paid to associated accessibility issues; disability awareness kits can play a valuable role for library staff; library staff require training and reference guides to use adaptive equipment/software effectively; and partnerships with local disability organizations should be established. (Contains 13 references.) (MES)

ED 452 882 IR 058 141

Worthington, Tom
The Network Becomes the Library: The Need for Supportability.
PUB DATE- 00
NOTE- 8p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Disabilities; *Electronic Libraries; Foreign Countries; *Information Technology; Internet; *Library Role; *Library Services; Publishing Industry; Standards; User Needs (Information); Users (Information)
IDENTIFIERS- Australia; LINUX Operating System; Metadata; *Outsourcing; XML

This paper begins with a discussion of outsourcing. The first section summarizes an Australian Computer Society paper on information technology outsourcing, including reasons for outsourcing and critical issues. The second section discusses the outsourced library, including: the use of the Internet to deliver services; replacement of the library with a remotely delivered service; provision of online services by specialist information services run from computer systems located anywhere in the world; the need for standards-based systems; the use of XML (Extensible Markup Language) as a format for metadata; the ongoing need to cope with multiple standards; and the role of libraries in ensuring future access to digital materials. The third section addresses the use of the Linux operating system to provide database and World Wide Web transaction processing systems for library applications. The fourth section considers what is left for the library to do, including the library's role in creating a more diverse publishing system by supporting open standards and in helping to mitigate the problems of consolidation of global corporate publishing. The fifth section covers the role for the library, including providing access to the Internet for the community and access to information for the disabled. (MES)

ED 452 883 IR 058 169

Cahalan, Maggie; Mansfield, Wendy; Justh, Natalie
The Status of Academic Libraries in the United States: Results from the 1996 Academic Library Survey with Historical Comparisons. Survey Report.
PUB DATE- 01
NOTE- 146p.; For results of the 1994 survey, see ED 422 031. Project officer was Jeffrey W. Williams.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

services, especially for non-traditional students; and (4) engaging the faculty to develop innovative instructional means. Specific actions for developmental students are also discussed in this section. The second goal is academic technology. Here, the college plans to: (1) develop an institution-wide plan for educational uses of instructional technology; (2) prepare students for a society dependent on information technology; and (3) enhance the quality of teaching by supporting faculty efforts to incorporate appropriate educational technology. The third goal, revenue enhancement and restructuring, involves: (1) increasing public and private financial support for the college and its students; and (2) aligning tuition and fee/revenue growth with agreed-upon educational inflation criteria. Finally, the fourth goal, marketing and recruitment, includes actions such as: (1) improving communications among all parts of the college with current students; and (2) concentrating efforts to supply information to students regarding new calendar changes. (JA)

ED 452 903 JC 010 347

Boone, Edgar J.; Vaughan, George B.
Consultants' Report to West Virginia State College and Community and Technical College Study Commission: Observations and Recommendations.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *College Administration; Community Colleges; Educational Planning; *Institutional Evaluation; Two Year Colleges
IDENTIFIERS- *West Virginia State College

West Virginia State College entered into a contract with two professors from North Carolina State University to provide consultation and guidance to the West Virginia State College-Community and Technical College (WVSC-CTC) Study Commission. Findings and recommendations include: (1) the strengths of the CTC, as seen by its community, are the commitment and diversity of its faculty and staff, its ability and willingness to draw upon the resources of the entire institution, its commitment to open access, and its ability to prepare students for a job; (2) the CTC's weaknesses were that the college has a lack of a clear identity, an inability to respond to community needs in a timely fashion, no permanent provost to lead the college; and poorly treated faculty; (3) every effort should be put forth to clarify the relationship between WVSC and the CTC; (4) a comprehensive environmental scan that focuses on the workforce needs in WVSC-CTC's responsibility district should be completed as soon as feasible; (5) a critical assessment of the status of all associate degrees and all credit and noncredit offerings should be undertaken; and (6) a critical analysis should be made of the existing administrative structure to determine its capacity to respond quickly and effectively to the workforce needs in the community. (JA)

ED 452 904 JC 010 348

Ontario's Colleges: Leaders in Applied Learning. Presentation to Investing in Students Task Force.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English

graduates from Chippewa Valley Technical College were employed in a field related to their college program; and (6) during 2000-01, the per-credit program fee was $85.90--during the same year, the per-credit out-of-state tuition was $288.85. (JA)

ED 452 924   JC 010 372

Parkland College Transfer Program Graduate Follow-Up Survey, 1999-2000.
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); College Transfer Students; Community Colleges; *Graduate Surveys; Participant Satisfaction; School Effectiveness; *Student Attitudes; *Student Surveys; Transfer Programs; Two Year Colleges
IDENTIFIERS- *Parkland College IL

This report contains student data obtained from the 1999-2000 Transfer Program Graduate Follow-Up Survey at Parkland College (Illinois). The alumni were surveyed during the summer following graduation. Results include: (1) about 89% of the students studied attended Parkland with an intent to transfer to a four-year university or college; (2) approximately 82% indicated that they would enroll in a field the following semester; (3) satisfaction rates for all seven major program areas were high: graduates were somewhat or very satisfied with course content (95%); equipment, facilities, materials (94%); preparation for further education (94%); group and individual projects (80%); and information on current employment (60%); (4) eighty-four percent of the respondents reported that they have utilized college transfer planning service and, among these users, 78.6% were somewhat or very satisfied with the service; (5) approximately 49% reported that they had sought college-tutoring service--among them, 82% were somewhat or very satisfied with the academic service; (6) more graduates reported that they transferred to the University of Illinois Urbana-Champaign (17%) and to Illinois State University (15%) than to the other 18 in-state and 15 out-of-state reported institutions; and (7) about 68% agreed or strongly agreed that their experience at Parkland improved their abilities to write and speak, while 50% indicated improvement in reading. (JA)

ED 452 925   JC 010 373

Parkland College Student Occupational Follow-Up Survey, 1999-2000.
PUB DATE- 01
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Graduate Surveys; Outcomes of Education; Participant Satisfaction; School Effectiveness; *Student Attitudes; *Student Surveys; Two Year Colleges; *Vocational Followup
IDENTIFIERS- *Parkland College IL

This report contains graduate employment data obtained from the 1999-2000 Student Occupational Follow-Up Survey at Parkland College (Illinois). Out of 550 graduates of occupational programs contacted during the summer after graduation, 382

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Behavior Change; Caseworker Approach; Change Strategies; Child Abuse; *Child Welfare; Childhood Attitudes; Children; Foreign Countries; *Foster Care; *Foster Children; *Foster Family; Program Improvement; Public Policy; Resilience (Personality); Values; Well Being
IDENTIFIERS- Ireland; Kinship Foster Care; United Kingdom

This book assesses the current state of foster care in the United Kingdom and Ireland, the pressures which have shaped it, and the challenges it faces. Emphasizing the importance of fostering within a coherent child care policy, the contributors examine the latest research into key areas of foster care, and explore how practice can be improved. Following an introduction highlighting issues in the current system, the chapters are: (1) "The Survival of Long-Term Foster Care" (Greg Kelly); (2) "The Importance of Listening to the Child in Foster Care" (Robbie Gilligan); (3) "Outcome Studies of Foster Care" (Greg Kelly); (4) "Leaving Care and Fostering" (John Pinkerton); (5) "Promoting Resilience in Children in Foster Care" (Robbie Gilligan); (6) "Pathways to Change: The Application of Solution-Focused Brief Therapy to Foster Care" (Stan Houston); (7) "Managing Children's Behaviour in Foster Care" (Ken P. Kerr); (8) "Safe Care, Abuse and Allegations of Abuse in Foster Care" (Stephen Nixon); and (9) "Relative Care: A Different Type of Foster Care--Implications for Practice" (Valerie O'Brien). All chapters contain references. (KB)

ED 452 946   PS 028 944

Steinberg, Shirley R., Ed.; Kincheloe, Joe L., Ed.
Kinderculture: The Corporate Construction of Childhood. The Edge: Critical Studies in Educational Theory.
PUB DATE- 98
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Advertising; *Business; Change Strategies; Child Rearing; Childhood Attitudes; Childhood Needs; *Children; Cultural Influences; Early Childhood Education; Elementary Education; Family Environment; Films; *Influences; *Mass Media Effects; *Popular Culture; Programming (Broadcast); Sex Differences; Socialization; Television Viewing; Toys; Values
IDENTIFIERS- Barbie Dolls; *Identity Formation; Identity (Psychological); McDonalds; Power Rangers; Walt Disney Studios

Changing economic realities, coupled with children's access to information about the adult world, have drastically changed the social construction of childhood. Noting that education takes place in a variety of social sites including but not limited to school, this book examines the influence of commercial concerns on this cultural pedagogy and its deleterious impact on children. The book highlights the tension between commerce and democracy, and examines how media have reshaped childhood identity, advocating a reconceptualization of childhood education to counterbalance this corporate influence. Following an introduction, the book's chapters are as follows: (1) "Home Alone and 'Bad to the Bone': The Advent of Postmodern Childhood" (Joe L. Kincheloe); (2) "Are Disney Movies Good for Your Kids?" (Henry A. Giroux); (3) "From 'Sesame Street' to 'Barney and Friends': Television as Teacher" (Eleanor Blair Hilty); (4) "'Beavis and Butt-Head': No Future for Postmodern

PUB DATE- 00
NOTE- 39p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 Catholic school series, see ED 421 293-303. For the 2000-2001 Catholic school series, see PS 029 446-456.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 1; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 1 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 1 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Language Arts in Language Programs (Immersion and Bilingual)"; (5) "Mathematics"; (6) "Science"; (7) "Social Studies"; (8) "Information and Communication Technology"; (9) "Physical Education"; (10) "Health"; (11) "Fine Arts"; and (12) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 965 PS 029 448

Curriculum Handbook for Parents, 2000-2001: Catholic School Version, Grade 2.
PUB DATE- 00
NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 Catholic school series, see ED 421 293-303. For the 2000-2001 Catholic school series, see PS 029 446-456.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 2; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Religious Education; Science

on the other hand, are more likely to be highly involved in their children's schools than biological fathers in two-biological-parent families; (3) students living in father-only families are most likely of all students to have highly involved fathers; and (4) stepmothers are more likely than biological mothers, regardless of family type, to show low levels of involvement. Findings show that regardless of family type, parents' school involvement still makes a difference in students' school experiences. Fathers' involvement is associated with a higher likelihood of students getting mostly A's. Fathers' involvement in two-biological-parent families is associated with lower likelihood of students ever repeating a grade. School involvement of mothers, whether biological or step-, is associated with a lower likelihood of 6th through 12th graders ever being suspended or expelled. The study also found that although school involvement of parents who live apart from their children is lower than that of resident parents, some nonresident parents who have contact with their children are still involved in their children's schools. Although nonresident mothers are more likely than nonresident fathers to be involved, the benefits of their involvement are less apparent. (HTH)

ED 452 983 PS 029 479

Zehnder-Merrell, Jane
Kids Count in Michigan Data Book, 2000: County Profiles of Child and Family Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 403p.; For 1999 Data Book, see ED 433 113. Funding also provided by the Skillman, Frey, and Blue Cross and Blue Shield of Michigan Foundations, as well as the corporate fund of Blue Cross and Blue Shield of Michigan.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Birth Weight; Child Abuse; Child Health; Child Neglect; Child Safety; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Adolescents; Economically Disadvantaged; Elementary Secondary Education; Lead Poisoning; Lunch Programs; Mortality Rate; Outcomes of Education; Poverty; Prenatal Care; Preschool Education; Reading Skills; Safety; *Social Indicators; Special Education; State Norms; State Surveys; Statistical Data; Tables (Data); Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators; *Michigan; Out of Home Care; Vaccination

This Kids Count data book for 2000 examines statewide and county level trends in the well-being of Michigan's children. The statistical portrait is based on indicators of well-being in the areas of: (1) economic security; (2) child health; (3) child safety; (4) adolescence; and (5) education. Part 1 of the data book reviews Michigan's progress on a selected group of child well-being indicators included in the national Healthy People 2000, noting that the state is not close to achieving most of them. Most achievements have been made among the adolescent measures, particularly in reducing violence and pregnancies. Trends in maternal and child health have either been flat throughout the decade or show stalled improvement. Measures for children showed mixed results. Part 2 of the data book features an in-depth discussion of childhood asthma, its effects on children, risk factors for the disease, the scope of presented to the traditionally trained faculty and to some change-resistant parents. (Author)

ED 453 001 PS 029 512

Bennett, Tess
Reactions to Visiting the Infant-Toddler and Preschool Centers in Reggio Emilia, Italy.
PUB DATE- 01
NOTE- 9p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, Spr 2001; see PS 029 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Environment; Disabilities; Educational Philosophy; Experiential Learning; *Inclusive Schools; Individual Needs; Parent School Relationship; Preschool Children; *Preschool Education; *Program Descriptions; *Reggio Emilia Approach; Regular and Special Education Relationship; School Community Relationship; Special Education; Student Centered Curriculum; Toddlers
IDENTIFIERS- *Italy (Reggio Emilia); Program Characteristics

This article discusses the reflections of an early childhood special education professional on her visit to the preschools of Reggio Emilia, Italy. After describing the activities observed, the schools' philosophy, and the schools' environments, the paper discusses how the schools work with children with "special rights" (i.e., special needs). The paper concludes with observations on the role of parents and the community, and lessons learned from the trip. (Author)

ED 453 002 PS 029 513

Hertzog, Nancy B.
Reflections and Impressions from Reggio Emilia: "It's Not about Art!"
PUB DATE- 01
NOTE- 10p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, 2001; see PS 029 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Art Activities; Classroom Communication; Classroom Environment; Gifted; *Preschool Education; *Program Descriptions; *Reggio Emilia Approach; Special Education; Student Centered Curriculum; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Italy (Reggio Emilia); Program Characteristics

This article discusses an early childhood program administrator's reflections on her visit to the preschools of Reggio Emilia, Italy. The following six themes are discussed: (1) teachers' respect for each child; (2) teachers' emphasis on relationships; (3) the importance of art as the medium chosen to represent children's thinking; (4) the critical role of communication; (5) the relaxed pace in the schools; and (6) the teachers' different roles. The article concludes with ideas and questions inspired by the visit that the administrator would like to share with colleagues in a gifted education environment. (Author)

ED 453 003 PS 029 514

PUB DATE- 01
NOTE- 7p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disabilities; Educational Resources; *High Risk Students; High Schools; *Prevention; Rural Urban Differences; *Teacher Attitudes; Teacher Surveys; *Youth Problems
IDENTIFIERS- Arizona; *Risk Reduction

As the inclusion movement integrates students with disabilities into community situations, these students become more vulnerable to various forms of exploitation and manipulation. This paper compares rural and urban teachers' provision of contemporary issues education to special education students and describes the development of Web-based supports to facilitate such education, particularly in rural areas. A survey was completed by 102 rural and urban special educators and urban general educators in Arizona. About 60 percent of rural special educators addressed each of the following topics with their students: attitudes toward disabilities, tobacco use, teen pregnancy, drug abuse, and alcohol abuse. Among urban special educators, 81 percent addressed attitudes toward disabilities, and 50-57 percent addressed racism, tobacco use, and drug abuse. The items least discussed by both rural and urban teachers all involved sexuality or sexual abuse. Barriers to contemporary issues education in rural schools included conservative community standards, lack of time, and teacher concerns about students' level of understanding. Both rural and urban educators felt that such education would be facilitated by more and better materials and district guidelines or permission. Based on survey findings, a Web site is being developed to provide developmentally appropriate resources for contemporary issues education. Survey response data on 19 high risk items are included. (SV)

ED 453 022 RC 022 969

Sealander, Karen; Medina, Catherine; Gamble, Armanda; Pettigrew, Bobbie; Snyder, Maria; White, Sherri; Begay, Mary Helen; Bradley, Brian; Bradley-Wilkinson, Evangeline; Heimbecker, Connie; McCarty, Nellie; Nelson, Bernita; Nelson, Jacob; Smith, Jody; Whitehair, Marsha; Redsteer, Denise; Prater, Greg
Early Childhood Intervention Partnerships on the Navajo Reservation with an Emphasis on Special Education.
PUB DATE- 01
NOTE- 6p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Bilingual Education; Day Care; *Early Childhood Education; *Navajo (Nation); Program Attitudes; Program Descriptions; Rural Education; *Special Education; Tribally Controlled Education; Vocational Education
IDENTIFIERS- *Kayenta Unified School District AZ; Navajo Reservation

Kayenta Unified School District (KUSD) is located in the Navajo Reservation in Arizona. In addition to serving over 2,600 K-12 students, KUSD collaborates with the Navajo Nation and the

Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Mediated Communication; *Curriculum Development; *Disabilities; *Focus Groups; Higher Education; *Internet; *Parent Attitudes; Parent Education; *Parent Participation; Preschool Children; Preschool Education; Rural Areas; World Wide Web

IDENTIFIERS- Utah State University; *Web Based Instruction

Faculty at Utah State University sought to modify a curriculum for teaching professionals the skills of naturalistic intervention with preschool children with disabilities to make it suitable for primary caregivers, and then to offer the modified curriculum over the Internet to maximize caregiver access. The curriculum development team decided to use Internet-based focus groups to obtain consumer input because of rural location, caregiver difficulties attending meetings, and the goal of national dissemination. Due to the lack of research on the efficacy of Internet-based focus groups, the team decided to begin the focus group in a face-to-face manner and then transition the group to Internet-based sessions. Six parents of children with disabilities participated in the focus group, providing feedback on the Web site, the curriculum, and the information offered. Two major modifications resulted from focus-group recommendations: using primary colors to indicate the Web site was child-related, and providing parents with video examples on CD-ROM to minimize download time. Findings indicate that focus groups can be effective in either format, but an Internet-based focus group has some interaction strategies that differ from those employed in face-to-face sessions. Recommendations are offered for setting up and facilitating online focus groups. (TD)

ED 453 040 RC 022 987

Heimbecker, Connie; Bradley-Wilkinson, Evangeline; Begay, Mary Helen; Bradley, Brian; McCarty, Nellie; Nelson, Jacob; Gamble, Armanda; Medina, Catherine; Nelson, Bernita; Pettigrew, Bobbie; Sealander, Karen; Smith, Jody; Snyder, Marla; White, Sherri; Whitehair, Marsha; Redsteer, Denise; Prater, Greg

The Transition of Special Needs Students to Kayenta from Outlying Communities: Partnerships between Schools and Districts.

PUB DATE- 01

NOTE- 7p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Accommodations (Disabilities); *American Indian Education; Disabilities; Elementary Secondary Education; *Inclusive Schools; *Navajo (Nation); Reservation American Indians; Rural American Indians; *Special Education; Student Transportation; *Transfer Students

IDENTIFIERS- *Kayenta Unified School District AZ

A study examined the challenges faced by Kayenta Unified School District (KUSD) and outlying communities on the Navajo Reservation in their efforts to adequately provide educational opportunities for their transfer students with special needs. Interviews were conducted with six students from 4th grade through high school; seven parents; special education personnel from eight area schools; and transportation personnel, office staff, and the director of special education at KUSD. No school had a transition plan and communication between schools was inadequate. It could take 4-5 months to receive records from

Mathematics and Science Task Force Report.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Mathematics Curriculum; *Mathematics Education; *Needs Assessment; *Program Evaluation; Science Curriculum; *Science Education; *Teacher Education
IDENTIFIERS- University of Wisconsin Green Bay

This document presents a report from the Mathematics and Science Task Force. The Task Force held its initial meeting on January 27, 1999 to develop essential competencies in content knowledge and pedagogy in four areas: (1) elementary mathematics; (2) secondary mathematics; (3) elementary science; and (4) secondary science. Initially Task Force members identified issues and needs currently existing in elementary and secondary classroom environments, then they discussed and examined classroom observation programs required of students enrolled in education programs at the University of Wisconsin-Green Bay. Current curricular requirements in science and mathematics education programs at UW-Green Bay were also examined. (ASK)

ED 453 061 SE 064 649

Morse, Amy; Davenport, Linda Ruiz
Fostering a Stance of Inquiry among Teachers: Professional Development in Mathematics Education. Center for the Development of Teaching Paper Series.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Instruction; Mathematics Teachers; *Professional Development

This document features two articles concerning professional development in mathematics education. The first article, "Forging a Partnership: Intent, Decision Making, and Curricula," provides a vivid example of how teacher-written vignettes drawn from teachers' personal experiences in using the Investigations curriculum provided a springboard for exploration, reflection, and discussion, and helped teachers address the challenges posed by the curriculum. The second paper, "Elementary Mathematics Curricula as a Tool for Mathematics Education Reform: Challenges of Implementation and Implications for Professional Development," presents portraits of two teachers, both of whom initially struggled to enact new curricula as intended, and who became more successful at using the curricula as a result of their own experiences while exploring mathematical content and considering student thinking about mathematics. (Contains 38 references and 12 notes.) (ASK)

ED 453 062 SE 064 688

Bell, Derek
Accessing Science in the Primary School: Meeting the Challenges of Children with Learning Difficulties.
SPONS. AGENCY- Nuffield Foundation, London (England).
PUB DATE- 99

indicated an increase in student use and understanding of problem solving strategies and self monitoring check list. (Contains 37 references.) (Author)

ED 453 082 SE 064 774

Takao, Allison Y.; Kelly, Gregory J.
Assessment of Differences in University Oceanography Students' Scientific Writing.
PUB DATE- 01
NOTE- 45p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Databases; *Epistemology; *Evaluation; *Geology; Higher Education; Oceanography; *Optical Data Disks; Science Education; Writing Processes
IDENTIFIERS- Microsoft Excel; *Science Writing

The purpose of this paper is to assess the differences in university oceanography students' scientific writing. Specifically, the authors examine the argumentation structures of a high scoring paper and a low scoring paper. This study was conducted in an introductory level oceanography course in a large public university. In this course students used an interactive CD-ROM, "Our Dynamic Planet" (Prothero, 1995), which provided them access to geological databases. Students were instructed to use information from this CD-ROM to write the course required scientific technical paper. The authors considered the assessment of writing in two ways. First, they analyzed the differences among and within three populations' assessments of the students' written texts. The three populations had varying degrees of experience and knowledge in geological sciences and are as follows: instructors (n=4), science students (n=9), and non-science students (n=8). Second, the authors applied an argumentation analysis model to the student papers. This allowed them to further identify differences in the argumentation structures of the papers. Based on the analyses, it was found that while all three interview populations were able to recognize differences between the two papers, their reasoning for such differences were rather ambiguous. Applying the argumentation analysis model allowed for further specification of differences in the argumentation structure for the papers. This study draws on these findings to discuss ways of teaching students the construction of argument in scientific writing. (Contains 27 references, 7 figures, and 4 tables.) (Author/ASK)

ED 453 083 SE 064 932

Rubba, Peter A., Ed.; Rye, James A., Ed.; Di Biase, Warren J., Ed.; Crawford, Barbara A., Ed.
Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Costa Mesa, California, January 18-21, 2001).
PUB DATE- 01
NOTE- 1662p.; Major sponsors were Biological Sciences Curriculum Study Casio, Inc., Delta Education, Texas Instruments, Inc., College of Education, California State University, San Marcos, and Institute for Science Education, California State University, San Bernardino.
LANGUAGE- English

Matthews, Gretchen E.; Tarasovic, Amy E.; Sass, Charles R.
Building a Democratic Nation: Governments in Transition. Student Text and Teacher's Guide.
PUB DATE- 01
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Citizenship; *Democracy; Foreign Countries; *Global Approach; *Government Role; *Political Science; Secondary Education; Social Studies
IDENTIFIERS- Historical Background; Russia; Thailand; Uganda; Venezuela

This student text and teacher's guide are part of a curriculum unit that examines the process and progress of democratic government from ancient Greece and Rome through the beginning of the twenty-first century. Part 1, “What is Democracy?” explores the growth and spread of democratic principles throughout the Western world, with particular emphasis on the U.S. experience. It explains the fundamental principles and tenets of democratic rule and the ways in which modern democracies differ from one another. Part 2, “Democracy 2000,” uses a case study method to explore four countries (Russia, Venezuela, Uganda, and Thailand) currently shifting to more democratic forms of government. The text helps students understand the complexity that underlies “democratization” and presents various ways in which the nations of the world are undertaking the challenge. A list of 15 resources for further reading is included. The teacher's guide contains activities, handouts, test items, and an answer key to develop comprehensive lesson plans. (BT)

ED 453 104 SO 032 728

Sass, Charles R., Ed.
The American Economy: Government's Role, Citizen's Choice. Student Text and Teacher's Guide. Third Edition.
PUB DATE- 00
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Budgeting; Citizenship Education; *Economics; *Financial Policy; *Government Role; Secondary Education; Social Studies
IDENTIFIERS- *Federal Budget; Trade Deficits; United States

This student text and teacher's guide examine the government's role in the U.S. economy and how the choices made by the government affect each citizen. The following topics are addressed: (1) why government gets involved in the economy and the social and economic goals the government tries to achieve; (2) how government monetary, fiscal, and trade policies affect the economy; (3) how the federal government raises and spends money and the process by which Congress and the President set the nation's financial priorities as they prepare the federal budget; and (4) how the federal budget and U.S. trade deficits affect the economy. The student text includes a glossary of starting with the application of detention as the initial step toward issuing referrals, considered a more serious disciplinary action. This paper is part of a larger 2-year ethnographic study that documents the ways social conflict mediates the socialization of children of color in an urban middle school in San Francisco, California. It looks at the ways children write narratives of resistance within contradictory cultural norms, which offer, on the one hand, a space for teachers to become protective agents who build students' capacity to decode cultural signals, to develop strong racial and cultural identity, and to cope with stressful borders and institutional barriers, identified here as social capital. On the other hand, such cultural norms offer a normalizing space that reproduces and perpetuates inequities and injustices. Appended are 4 tables and a 23-item bibliography. (Author/BT)

ED 453 124   SO 032 767

Gathercoal, Paul; Nimmo, Virginia
Judicious (Character Education) Discipline.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Citizenship Education; *Classroom Techniques; Curriculum Development; *Discipline; Elementary Education; Models; Program Implementation; Public Schools; *Student Responsibility; *Student Rights
IDENTIFIERS- Bill of Rights; *Character Development; *Character Education

This paper describes a philosophy and framework for classroom management and school discipline which represents a citizenship approach, based on the Bill of Rights, that teaches students about their rights and responsibilities for living and learning in a democratic society. The Judicious Discipline framework outlined in the paper could work well with most character-building curricula marketed by commercial publishers. The paper provides a brief summary of Judicious Discipline in action; discusses developing character through democratic culture; and describes and reports on an action research project implemented at an elementary school in Mankato, Minnesota which has been using Judicious Discipline for 5 years. Contains a table and 32 references. (BT)

ED 453 125   SO 032 768

Wiltse, Lynne
Exploring a Community of Practice Perspective: Language, Gender and Ethnicity in a Multicultural Junior High Classroom.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Cultural Pluralism; *Diversity

PUB DATE- 00
NOTE- 16p.; Paper presented at the International Symposia on Educational Reform and Teacher Education in the 21st Century (Tokyo, Japan, March 26-30, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Curriculum Development; *Educational Change; Foreign Countries; Graduate Study; Higher Education; Interdisciplinary Approach; *Material Culture; *Religion; Social Change; Social History; *Workshops
IDENTIFIERS- Columbia University NY Teachers College; Historical Background; Japan

Sacred architecture provides a compelling narrative for explaining the ways religious belief and practice contribute to the construction of self identity and of lived cultural values in all societies. This paper proposes a collaborative and ethnographic research workshop series focused on the intersections among culture, religious meaning and practice, and educational and social change within the framework of sacred architecture at sites ranging from historic churches, temples, shrines, synagogues, and mosques to home altars and memorials, as well as on the more customary vehicle of sacred texts and commentaries. The workshop series would be centered in the arts, but not limited to them, and would draw upon a wide range of fields and academic disciplines including social history, theology, cultural studies, education and urban policy studies, as well as architecture. Another purpose of the workshop series would be to enrich the classroom curricula and teaching methodology from preschool through the university, and to develop policy agendas for social change. The primary target group for the workshops will be graduate students primarily from Teachers College, Columbia University, the host institution for the series, as well as graduate students drawn from Columbia's School of Architecture, Union Theological Seminary and neighboring institutions. The paper outlines the format of the workshops and student evaluation methods and presents 10 proposed workshop topics. It provides historical background on sacred architecture and art and uses Japan as a case study for an international perspective on ways sacred architecture, religion, and education intersect. Contains a 14-item bibliography. (BT)

ED 453 144   SO 032 808

Burke, Nancy; Crum, Sharon; Genzler, Mary; Shaub, Dee; Sheets, Jayne
Building Character Education in Our Schools To Enhance the Learning Environment.
PUB DATE- 01
NOTE- 66p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Classroom Techniques; Educational Research; Elementary Education; *Personality Traits; *Program Implementation; Special Education; *Student Attitudes; *Student Behavior; *Student Development
IDENTIFIERS- *Character Education; Learning Environment

This action research project examined the impact of a character behavior, their learning, and their classroom community. The first section, "Classroom Climate," explains obedience versus responsibility and teacher expectations of students. The second section, "Setting Up the Classroom," focuses on classroom structure and classroom procedures. The third section, "Classroom Management," looks at classroom rules, consequences, and behavior checklists. The fourth section, "A Cooperative Classroom," discusses the value of respect, coercive teacher behaviors, proactive teachers, and the principal as the last resort. (SM)

ED 453 164 SP 039 961

Landsverk, Ruth Anne
The New Teacher Welcome Packet, Fall 2000.
PUB DATE- 00
NOTE- 47p.; With support from Parents Plus of Wisconsin, Menasha.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Parent Participation; Parent School Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation; Partnerships in Education; *School Community Relationship
IDENTIFIERS- Wisconsin

This handbook presents information and ideas to help beginning teachers in Wisconsin learn about their relationships with parents and communities. It includes four reproducible sections in a three-hole punched format. The first section, "Getting Started," includes an overview of how family-school-community partnerships improve student learning and several articles on communicating with and relating to families. The second section, "Meeting With Families," provides samples of letters, forms, and ideas to help teachers plan effective face-to-face sessions with students and families. The third section, "Linking Families to Learning," provides tips and forms for engaging family and community members as volunteers, strengthening skills at home, and reaching out to less-engaged parents. The fourth section, "Appendix," contains material to expand the teacher's knowledge about how effective family-school-community partnerships can get started and flourish in their schools. It also presents Web resources for teachers on family-school-community partnerships. (SM)

ED 453 165 SP 039 962

Landau, Barbara McEwan
Teaching Classroom Management: A Stand-Alone Necessity for Preparing New Teachers.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *Classroom Techniques; Discipline; Elementary Secondary Education; Higher Education;

PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Beginning Principals; Elementary Secondary Education; Foreign Countries; Governance; Politics of Education; School Administration
IDENTIFIERS- England; *Head Teachers

This study examined the impact of external influences on beginning headteachers in England. A self-administered questionnaire was mailed to 50 beginning headteachers who started their positions in September 2000. The research was part of a larger study on the experiences of beginning headteachers and principals in several countries. This paper focuses on how beginning teachers handled external influences and reviews sources of support beginning teachers considered helpful when dealing with the external influences. Analysis of data from 27 completed questionnaires indicated that the main external pressures resulted from actions of the central government (legislation, new curricula, and national improvement projects). The central administration and daily contact with parents also resulted in external pressure. Respondents felt they received the most support from the board of governors, fellow headteachers, and the central administration. Informal mentoring and colleagues were also considered good sources of support. However, professional associations were not perceived as providing as much support. (SM)

ED 453 185   SP 039 986

Jenkins, Lucinda; da Costa, Jose
Teacher Collaboration in a Geographically Remote School Jurisdiction.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Foreign Countries; *Rural Schools; *Self Efficacy; Student Evaluation; *Teacher Collaboration; Teacher Effectiveness; Teacher Expectations of Students
IDENTIFIERS- Alberta; *Teacher Isolation; Teacher Knowledge

This study examined how teachers in a geographically remote location experienced participation in a collaborative, professional development group project designed to develop student performance assessment tools. Participating teachers completed focus group and individual interviews as well as personal teaching efficacy surveys. All teachers new to the jurisdiction also completed the survey so comparisons could be drawn between participants and nonparticipants. Participants felt that being away from the normal routines of teaching and supervision allowed them to reflect on their practice, discuss strategies, and really talk to colleagues. The experience made them feel professional and valued as people. Teachers reported increased curricular knowledge and changes in expectations for offenders into one of four categories. The model described offenders relative to two dimensions (knowledge and skills and morality and values). Overall, treatment team members considered the typology system an accurate, usable, and simple system for identifying individual offender needs. They found that offenders identified as not caring about societal norms, laws, and consequences the most difficult to treat. The paper presents tips for helping teachers integrate their services into a treatment program for juvenile sex offenders (e.g., anger management, empathy development, relapse prevention tools). (Contains 10 references.) (SM)

ED 453 205   SP 040 006

Bryde, Beverly R.
Online Tutoring: Networking Preservice Teachers and K-12 Students.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Distance Education; Elementary Secondary Education; Higher Education; Internet; Preservice Teacher Education; Service Learning; Student Teacher Attitudes; Student Teachers; *Tutoring

This study compared the attitudes of preservice teachers toward using online tutoring versus face-to-face tutoring with K-12 students. California Lutheran University (CLU) developed a service learning, tutoring project within the teacher preparation foundations of education course in the summer of 2000. The CLU school of education purchased an Internet video-conferencing system, Clearphone, to provide student teachers with the capability to connect with their K-12 magnet schools in real time. Clearphone partnered with Educationtalk.com, a Web-based educational service, to develop the concept of online tutoring for K-12 students. A group of 16 preservice teachers participated in the service learning project, with 6 using online and face-to-face tutoring, 6 using online tutoring only, and 4 using face-to-face only. All 16 participants completed pre- and post- intervention surveys on their attitudes toward online and face-to-face tutoring. Data analysis indicated that there were no significant differences among the groups regarding attitudes and feelings of success. Participants were comfortable with both types of tutoring. Comfort levels and attitudes toward both types of tutoring increased after participation in the project. Strong relationships were established through the online tutoring. (Contains 13 references.) (SM)

ED 453 206   SP 040 007

Loughran, John
Learning To Teach by Embedding Learning in Experience.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries;

Foundation through the Arizona Collaborative for Excellence in the Preparation of Teachers (ACEPT), and the U.S. Department of Education funded Arizona Teacher's Excellence Coalition (AzTEC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computer Assisted Testing; Higher Education; *Physics; *Test Format; Test Items; *World Wide Web
IDENTIFIERS- *Paper and Pencil Tests

The purpose of this study (1,313 college student participants) was to examine the differences in paper-based and Web-based administrations of a commonly used assessment instrument, the Force Concept Inventory (FCI) (D. Hestenes, M. Wells, and G. Swackhamer, 1992). Results demonstrated no appreciable difference on FCI scores or FCI items based on the type of administration. Analyses demonstrated differences in FCI scores due to gender and time of administration (pre-test and post-test). However, none of these differences was influenced by the type of test administration (Web or paper). Similarly, FCI student scores were comparable with respect to test reliability. For individual FCI items, paper-based and Web-based comparisons were made by examining potential differences in item means and by examining potential differences in response patterns. Chi Squares demonstrated no differences in response patterns and t-Tests demonstrated no differences in item means between paper-based and Web-based administrations. In summary, the Web-based administration of the FCI appears to be as efficacious as the paper-based administration. Lessons learned from the implementation of Web-administered testing are also discussed. (Contains 2 figures, 4 tables, and 27 references.) (Author/SLD)

ED 453 225 TM 032 576

Clement, Mieke; Elen, Jan; Hulpiau, Veerle; Waeytens, Kim
Central Curricular Decisions and Quality Assurance Initiatives.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Departments; Educational Innovation; Evaluation Methods; Foreign Countries; Higher Education; *Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS- Belgium

The general research goal for this study was to determine whether the decision to launch guided self-study as a global concept for university teaching at the Katholieke Universiteit Leuven (Flanders, Belgium) has had any impact on the evaluation of educational quality at the level of individual programs. The main hypothesis was that departments that scored high on problem definition (development of mission and evaluation attitude) and on innovative capacity (innovation activities and professional training policy) would show a greater impact of the central decision to implement guided self-study on their evaluation practice. Three humanities departments were selected to take part in the study. Within each department, researchers interviewed the chair of the permanent educational commission,

(Author/SLD)

ED 453 245 TM 032 782

Duffy, Mark C.
America's Reform Inferno: The Nine Layers of Accountability.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). For an analysis based on the same study, see TM 032 795.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Educational Assessment; *Educational Change; Educational Policy; Elementary Secondary Education; Profiles; *State Programs; State Surveys; Testing Programs

Findings are reported from a 50-state survey of state assessment and accountability systems conducted by the Consortium for Policy Research in Education in 2000. A four-step process was used to collect and verify data for the preparation of state profiles. Nine common layers of accountability have been identified: (1) a statewide system of measurement; (2) performance reporting; (3) achievement targets or goals; (4) categories of success; (5) school improvement planning requirements; (6) technical assistance and support; (7) rewards; (8) sanctions; and (9) school takeover, reconstitution, or closure. This analysis, which is an expansion of work done by S. Fuhrman and others, explores state policies related to these levels, focusing on school-level planning, the use of performance targets, categories or levels of accreditation, public reporting, and consequences for performance. Each state has taken from some or all of these layers to build its system of accountability. Regardless of the degree to which states hold schools accountable, it appears that U.S. schools will be left to use the limited funds they have to improve assessment scores to the best of their ability. The reform inferno will remain the hot topic it is in education for the foreseeable future. (SLD)

ED 453 246 TM 032 783

Rasinski, Timothy
Revisiting Reading Rate as a Diagnostic Tool for Reading Difficulties.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Measurement Techniques; Reading Comprehension; *Reading Rate
IDENTIFIERS- Accuracy

Conventional wisdom has suggested that the rate at which a reader processes text matters little as long as the reader can read with accuracy and comprehension. This paper makes the case that reading rate is an essential component of proficient reading, and is significantly correlated with other measures of statistics and probability, and discrete mathematics. Ten of the teachers were in the top quartile of field test teachers and the other 10 in the bottom quartile with respect to their students' growth in mathematics achievement over the 1-year course. The goal was to provide a description of the classroom practices and concerns of teachers whose students achieve at the highest levels using the practices and concerns of teachers of lower achieving students as a contrast. At the end of the school year, teachers completed a teacher concern survey. One the whole, teachers of first quartile students (first quartile teachers) perceived themselves as better informed about the CPMP curriculum and its use at their school. First quartile teachers expressed less concern about their ability to implement the CPMP curriculum and were less concerned about the impact on their students of using CPMP. These and other findings suggest that a teacher whose behavior is positively associated with growth in student achievement would have strong preparation in reform curriculum and teaching before teaching his or her first CPMP class or would have completed a workshop to prepare for the curriculum. The teacher would use the various parts of the CPMP curriculum in ways that align well with the developers' expectations and would not be likely to supplement the curriculum materials. (Contains 34 references.) (SLD)

ED 453 266   TM 032 803

Sykes, Robert C.; Truskosky, Denise; White, Hillory
Determining the Representation of Constructed Response Items in Mixed-Item Format Exams.
PUB DATE- 01
NOTE- 42p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructed Response; Elementary Education; *Elementary School Students; Error of Measurement; Item Response Theory; Mathematics Tests; *Reliability; Scores; Test Construction; Test Format; *Test Items; Writing Tests
IDENTIFIERS- Unidimensionality (Tests); *Weighting (Statistical)

The purpose of this research was to study the effect of the three different ways of increasing the number of points contributed by constructed response (CR) items on the reliability of test scores from mixed-item-format tests. The assumption of unidimensionality that underlies the accuracy of item response theory model-based standard error predictions of reliability was initially evaluated for these tests. Large samples of students who had taken mixed-format field tests in mathematics at grades 5 and 8 and writing at grades 3 and 8 were available from a state criterion-referenced testing program. The selection of subsets of items from test-blueprint-representative forms of similar content and difficulty permitted an evaluation of the effects of weighting CR items on total test scores relative to criterion scores of putatively greater generalizability. As expected, there was a cost in terms of precision of having fewer, though weighted, CR items across a wide range of ability. The increment in standard error attributed to weighting was predictably less in the middle of the scale where the forms were targeted. The magnitude of the increase in error and the particular portion of the scale where it occurs are determined by the locations and amount of

Reliability; Student Evaluation; Validity

Olae is a computer system for assessing student knowledge of physics, and Newtonian mechanics in particular, using performance data collected while students solve complex problems. Although originally designed as a stand-alone system, it has also been used as part of the Andes intelligent tutoring system. Like many other performance assessment systems, Olae compares a student's problem-solving behavior step-by-step with the behavior of an ideal model solving the same problem. The main feature of Olae is use of Bayesian networks to assign credit to pieces of knowledge when the student makes a correct step; and blame to knowledge pieces when the student makes an incorrect step. This paper introduces the basic principles of Olae and illustrates how it solves the classic assignment of credit and blame in a way that is not only mathematically sound by also intuitively satisfying. The paper then reviews a series of evaluations that measured the reliability of Olae and its validity and sensitivity to its parameters. This paper synthesizes results across these studies to support the conclusion that, although Olae is a viable solution to the problem of complex performance assessment, all model-based assessments have two fundamental inadequacies that cause them to lose important data if students stop following expected solution paths or refuse to enter their intermediate results into the computer. These inadequacies harm their accuracy no matter what method of data analysis is used. In fact, human assessors, who were used as the gold standard when evaluating Olae, are equally hampered by these inadequacies. A promising solution appears to be to use tutoring systems to do assessment. (Contains 3 figures and 19 references.) (Author/SLD)

ED 453 286 TM 032 825

Zikopoulos, Marianthi; Hourigan, Christopher
The Role of the Institutional Research Office in the Institutional Accreditation Self-Study Process.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); *Data Collection; *Evaluation Methods; Higher Education; *Self Evaluation (Groups)
IDENTIFIERS- *Middle States Association of Colleges and Schools; William Paterson University NJ

The Office of Institutional Research (OIR) is uniquely poised to assist an institution of higher education in conducting an effective, efficient, and meaningful self-study for reaccreditation. Drawing on the experiences of William Paterson University, New Jersey, this paper describes the steps an OIR can take to help ensure that the self-study process is successful. William Paterson University is in the first stage of the 20-year reaccreditation process, a period in which the University must conduct a self-study and prepare a detailed report. Before the self-study, the IOR should collect and maintain accurate data and serve as a source of institutional data for internal and external purposes. This data should be based on ongoing assessment that is relevant to the self-study process. The OIR must learn the data requirements of the various subcommittees early in the self-study so that it can provide the needed support. The OIR then can prepare a

ED 453 306 UD 034 172

Dingerson, Leigh
Individual School Report Cards: Empowering Parents and Communities To Hold Schools Accountable.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Educational Quality; Elementary Secondary Education; Low Income Groups; Parent Empowerment; Parent Participation; Quality Control; Standardized Tests; State Standards; Student Evaluation
IDENTIFIERS- *School Performance Indicators

This report examines how to hold schools accountable for educational quality. Collecting and disseminating school performance data to parents and the public is one accountability measure that school districts can implement. Most states currently produce school report cards or school profiles, which offer important information on their schools. However, 13 states do not produce these report cards, and many that do fail to include important data, much of which is already collected, that could make the profiles more useful for parents and administrators. The Center for Community Change identified various specific indicators that could be required on individual school report cards in all states (e.g., assessment scores, average class size by grade, four-year graduation rates, and indicators of overcrowding). The Center surveyed the 50 states to investigate the variety of school report cards that currently exist, determine how many states report the minimal list of data, and examine formats through which parents receive information. The Center recommends that administrators, policymakers, parents, and children receive much more than simply the assessment scores of students at the school. Three appendixes present sources and links to examples, Web site addresses for state report cards, and a matrix on current state report cards. (SM)

ED 453 307 UD 034 173

Peterson, Paul E.; Myers, David; Howell, William G.
An Evaluation of the New York City School Choice Scholarships Program: The First Year.
PUB DATE- 98
NOTE- 59p.; For the second-year evaluation, see ED 446 193.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Low Income Groups; Parent Attitudes; Parent School Relationship; Private School Aid; Scholarships; *School Choice; Urban Schools
IDENTIFIERS- *New York (New York)

This paper reports on first-year results for an evaluation of the New York School Choice Scholarships Foundation program, which was designed to provide scholarships for children from low-income families currently attending public schools to transfer to private schools. Families won scholarships through a lottery. Researchers examined data from scholarship and nonscholarship students' scores on the Iowa Test in Basic challenges of ethnic identity for youth in foster care and other out-of-home placements (e.g., the importance of birth family work for healthy ethnic identity, developmental issues in the formation of healthy ethnic identity, and characteristics of the placement that promote healthy ethnic identity). Part 3, "Implications for Practice," examines pre-placement and placement practices and discusses when to worry, highlighting environmental red flags related to system responsiveness, attitudes, and behavior. Specific recommendations for practice are presented. Appendixes contain a glossary of terms and an annotated bibliography. (Contains 77 references.) (SM)

ED 453 326   UD 034 201

A Report from the Kids Mobility Project.
PUB DATE- 98
NOTE- 19p.; Other participants in the Kids Mobility Project include Hennepin County Office of Planning and Development and Community Corrections, Judith Tennebaum, Research and Evaluation, Virginia Craig Communications, and Kittelson & Leadholm Design.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; Elementary Secondary Education; Family Mobility; Housing; *Low Income Groups; Socioeconomic Status; *Student Mobility
IDENTIFIERS- Minneapolis Public Schools MN

This report describes the Kids Mobility Project, which was initiated by a group of local planners and researchers from various educational and community organizations in the Minneapolis, Minnesota area who wanted to learn more about the effects of changing residence on student achievement and adjustment. The project undertook two studies and a review of research on student mobility. The first study analyzed school data related to student achievement and mobility. It found that socioeconomic level, race, out-of-state birth, family structure, and attendance had a strong relationship to reading achievement test scores and residential moves. The second study analyzed interviews with 100 mostly low income families about the impact of moving. Families reported relentless and often futile searches for adequate, safe, and affordable housing, especially if they had large families. They were forced to stay with relatives or friends and sometimes experienced homelessness. Many said that frequent moves made it difficult for their children to adjust to new schools, friends, and neighborhoods, resulting in poor school performance and behavior. Followup reports from teachers showed poorer school attendance, school performance, and social and emotional adjustment for children with frequent moves. Recommendations and implications for public policy are presented. (SM)

ED 453 327   UD 034 202

Tobler, Emanuel
New York City's Public Schools: The Facts about Spending and Performance. Civic Bulletin No. 26.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Art Education; Curriculum Development; Disabilities; *Educational Change; *Educational Technology; Elementary Secondary Education; Extracurricular Activities; Futures (of Society); History Instruction; *Instructional Development; Literacy Education; Mathematics Instruction; Science Instruction; Social Studies
IDENTIFIERS- Technology Role; *Technology Utilization

This report contains the following white papers commissioned for the Forum on the Future of Technology in Education: Envisioning the Future to explore a variety of perspectives related to the future of technology in education, as well as the topics of "e-learning" and technology and disability: (1) "Technology in K-12 Education: Envisioning a New Future" (David D. Thornburg); (2) "Extracurriculars as the Curriculum: A Vision of Education for the 21st Century" (Roger C. Schank and Kemi Jona); (3) "Rewiring the History and Social Studies Classroom: Needs, Frameworks, Dangers, and Proposals" (Randy Bass and Roy Rosenzweig); (4) "Forum on Technology in K-12 Education: Envisioning a New Future--Science" (Steven J. Rakow); (5) "Technology Meets Math Education: Envisioning a Practical Future Forum on the Future of Technology in Education" (Andee Rubin); (6) "The Future of Technology in K-12 Arts Education" (Joan Assey); (7) "Toward a Vision of the Future Role of Technology in Literacy Education" (Linda Labbo); (8) "E-learning: Education Businesses Transform Schooling" (Peter J. Stokes); and (9) "The Future Is in the Margins: The Role of Technology and Disability in Educational Reform" (David Rose and Anne Meyer). The document also contains an agenda for the forum, a summary report, participant biographies, and a discussion of emerging priorities identified during the forum. (MES)

ED 452 842 IR 020 684

Stokes, Peter J.
E-Learning: Education Businesses Transform Schooling.
PUB DATE- 99
NOTE- 10p.; In: Forum on Technology in Education: Envisioning the Future. Proceedings (Washington, D.C., December 1-2, 1999); see IR 020 683.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Technology; Elementary Secondary Education; *Private Sector; Role; *School Business Relationship
IDENTIFIERS- *Business Role

This paper examines e-learning, with particular focus on the new education businesses that are redefining and reshaping the experience of becoming educated. The unique role played by for-profit businesses in developing and expanding the learning opportunities for children in K-12 schools through the design and delivery of e-learning experiences is explored. The first section identifies opportunities and challenges of e-learning. The second section addresses the role of the private sector. The third section identifies the differences between traditional and online learning and describes several e-learning products and services, including portals, content providers, community sites, tutoring, student information

Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Copyrights; Electronic Publishing; Information Technology; *Internet; Legal Responsibility; Library Role; Ownership; Problems
IDENTIFIERS- *Digital Technology

This paper discusses copyright issues, focusing on changes due to digital technology. Highlights include: problems for copyright posed by digital technologies, i.e., the identification of copyright works and owners, and the enforcement of copyright rights; electronic monitoring of copyright uses to provide rights owners with data on usage; the need for copyright owners to be able to enforce their rights if they are to participate in the trading of rights on the Internet; issues raised by the use of technological measures and legislative amendments to protect digital work from unauthorized use; new systems for enforcing copyright on the Internet; the politics of the copyright debate; the relationship between collecting societies and libraries; and the possibility of a partnership rather than an adversarial relationship between advocates for access and protection. (MES)

ED 452 863 IR 058 122

Galligan, Anne
Libraries and Literary Outcomes: A Crucial Intersection in the Cultural Field.
PUB DATE- 00
NOTE- 9p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Archives; Foreign Countries; History; Interaction; *Library Materials; *Library Role; Library Services; *Research Libraries; *Resource Materials
IDENTIFIERS- Australia; *Historical Research

This paper examines the processes of interaction and exchange that are involved in the creation and circulation of literary and scholarly works, texts that contribute to the Australian information commons. For this purpose, the paper refers to specific aspects of the scholarly work cycle of the Australian historian, Henry Reynolds, and comments on the interaction between scholars and creative writers and the libraries and archives they explore. The first section provides an overview of Reynolds' work, including research in the Public Records office and the library of the Royal Commonwealth Society in England, the archives of North Queensland, the British House of Commons, the London Missionary Society, and Rhodes House Oxford. The second section discusses the value of historical resources and the intersection of public and academic spheres. The third section addresses issues related to libraries as critical institutions, including funding problems, the increasing volume of information in more formats, and ownership and access. (Contains 34 references.) (MES)

DESCRIPTORS- *Academic Libraries; Comparative Analysis; Higher Education; *Library Collections; *Library Expenditures; *Library Personnel; *Library Services; Library Statistics; Library Surveys; National Surveys; *Postsecondary Education; Questionnaires

This report describes the status of academic libraries in 1996, based on results of the 1996 Academic Library Survey, a part of the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics. The report presents detailed tabulations for 1996 and historical comparisons with previous years. Topics covered include: (1) number and diversity of academic libraries, including historical growth and branch libraries; (2) services, including electronic services, circulation, reference transactions, hours of service, presentations, interlibrary loans, and visits to the library; (3) collections, including change in volumes held/added, distribution of volumes of books and bound serials by type of institution, differences in volumes per FTE (Full-Time Equivalent) student, and number of volumes per institution and academic library standards; (4) staff, including distribution of FTE library staff by type, FTE staff per 1,000 FTE students, change in staff since 1974, changes in staff relative to total institution staff and students; and (5) expenditures, including distribution of library operating expenditures, distribution of information resource expenditures, changes in operating expenditures, and operating expenditures as a percentage of total education and general expenditures. The appendices include the methodology, detailed tables, academic library indicators, and the survey questionnaire. (Contains 46 references.) (MES)

ED 452 884 JC 010 312

Red Deer College Fact Book, 1999/2000.
PUB DATE- 00
NOTE- 118p.; Produced by Red Deer College, Office of Institutional Research.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Enrollment; *Enrollment Trends; *Institutional Characteristics; Longitudinal Studies; School Demography; *Student Characteristics; Two Year Colleges
IDENTIFIERS- Canada; *Red Deer College AB

This report is a compilation of 1999-2000 student data at Red Deer College (Canada). It also includes data from 1997/98 through 1999/2000 for the purpose of three-year comparisons. Programs offered at Red Deer College include university transfer, career certificates, diploma, high school equivalency (academic upgrading), job readiness training, trade/vocational (pre-employment, trade related upgrading) and apprenticeship. Report highlights include: (1) total university transfer program headcount for 1999-2000 was 3,546; (2) about 65% (1114/1710) of the students in the university transfer program in fall 1999 were females, but only 1% (5/485) of students in the apprenticeship program were; (3) total diplomas awarded in 1999-2000 was 330, 78 of which were in business administration; (4) most students were age 18 or 19 in fall 1999; (5) in winter 2000, the average grade point average was 2.7; and (6) statistics between the three years did not often vary significantly. Information is provided for full- and part-time student headcounts, full load equivalent enrollments, visa students, graduates and program completers by gender, gender distribution by immigration status, marital status, program

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Foreign Countries; *Institutional Characteristics; Institutional Evaluation; *Outcomes of Education; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

This paper provides an overview of Ontario's colleges of applied arts and technology as leaders in applied learning, accessibility, training, quality and innovation, affordability and accountability. Highlights of the diversity of college activities and innovations are included but do not reflect a comprehensive picture of colleges' initiatives. Colleges serve 200 communities in Ontario providing various educational activities to meet the local needs. Postsecondary enrollment has increased by 35% since 1990. In addition to full-time postsecondary programs, colleges also provide many program options for adult learners. Partnerships between colleges, colleges and the private sector and colleges and government have become increasingly important for institutions, employers, and students to maintain a current and skilled workforce. For example, Access to Opportunities Program, a government initiative requiring partnerships, was created to respond to the shortage of skilled high-tech professionals in Ontario. The paper concludes by describing the initiatives the Association of College of Applied Arts and Technology of Ontario (ACAATO) will be undertaking in response to the invitation of the Investing in Students Task Force. Appendices detailing learner profiles, samples of college partnerships and centers of excellence and the projected operating grant shortfall to 2010 are included. (JA)

ED 452 905 JC 010 349

Future College Capacity Issues Resulting from the Double Cohort and Other Demographic Considerations.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Administration; *Community Colleges; *Educational Finance; *Enrollment Projections; *Expenditures; Foreign Countries; Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

This paper estimates the expenditures, revenue, and related implications for Ontario's Colleges of Applied Arts and Technology (Canada), using a specific set of hypotheses and assumptions. The Ministry of Training, Colleges, and Universities estimates a demand for an additional 37,400 spaces (a 27% increase in full-time enrollment) by 2010. In recent years, the colleges have increased the system-wide enrollment and reduced their reliance on operating grants through increased operational efficiencies and increased tuition revenue. Today's colleges have limited ability to grow with only their existing revenue sources. Significant resources are required for capital expansion (one-time investments) and on-going operations (annual revenue). Inflation, together with increased demand for academic resources, will drive aggregate expenditures in excess of the incremental tuition revenue. Colleges will be required to invest in additional non-capital infrastructure and resources. The model assumes annual inflation of 2.1% over the 10-year period compounded annually. This report identified two actions that should be undertaken:

returned surveys (response rate of 70%). Results indicate: (1) about 85% reported they are employed, an increase of 1% from last year; (2) 67% were employed full time (1% decrease) and 20% were employed outside the district (6% decrease); (3) about 51% began their present jobs after leaving college program, 32% while enrolled, and 17% before entering; (4) approximately 82% are employed in a career related field, a 1% decrease from last year; (5) the most frequently cited reasons for not working in a career-related field were: could not find a job in field (4% of all employed respondents); preferred to work in another field (3%); and temporary job while in transition (3%); (6) out of 251 career-related respondents, 84% reported they were very or somewhat satisfied with current job; (7) the average salary was $12.20/hour, about 9% more than 1998-1999's $11.24; and (8) satisfaction ratings for all six items in the major program were high, with the majority feeling somewhat or very satisfied with course content (92%); preparation for further education (80%); and job preparation (80%). (JA)

ED 452 926   JC 010 374

Glyer-Culver, Betty
Los Rios Community College District Fall 2000 Student Profile, Based upon First Census Data.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Attendance; *Community Colleges; *Enrollment; *Enrollment Trends; *School Demography; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

This is the eleventh in a series of Los Rios Community College District (LRCCD) (California) fall student profiles. These annual summaries provide the district and its colleges--American River College (ARC), Cosumnes River College (CRC), and Sacramento City College (SCC)--with data on student demographics and enrollment trends. The Fall 2000 Student Profile includes a brief analysis of the separate demographic data for the Folsom Lake and El Dorado centers, which are part of Cosumnes River College. This report presents student enrollment data and Weekly Student Contact Hours (WSCH) based on official Fall First Census report. Highlights include: (1) enrollment has increased substantially each year since fall 1996; through fall 1999, the increase totaled 21%; (2) the proportions by ethnicity remained stable, as did enrollment by gender; (3) the trend toward an older student body at Los Rios continues, with 22% of all students enrolled 40-and-over; however, students who are 18 through 20 remain the largest proportions of the district's enrollment, at 25% this fall; and (4) attendance patterns have shifted over the past five years, with fewer students taking courses offered during the day only or during the evening only than in 1995. (JA)

ED 452 927   JC 010 375

Wisconsin Technical College System Board 1999-2000 Graduate Follow-Up Report.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Youth" (Douglas Kellner); (5) "Video Games and the Emergence of Interactive Media for Children" (Eugene F. Provenszo, Jr.); (6) "'Mighty Morphin Power Rangers': The Aesthetics of Phallo-Militaristic Justice" (Peter McLaren and Janet Morris); (7) "'Mom, It's Not Real!' Children Constructing Childhood through Reading Horror Fiction" (Linda K. Christian-Smith and Jean I. Erdman); (8) "Reading Children's Magazines: Kinderculture and Popular Culture" (Alan A. Block); (9) "Professional Wrestling and Youth Culture: Teasing, Taunting, and the Containment of Civility" (Aaron David Gresson III); (10) "Dealing from the Bottom of the Deck: The Business of Trading Cards, Past to Present" (Murry R. Nelson and Shirley R. Steinberg); (11) "The Bitch Who Has Everything," examining the culture of the Barbie doll (Shirley R. Steinberg); (12) "Multiculturalism and the American Dream" (Jeanne Brady); (13) "Anything You Want: Women and Children in Popular Culture" (Jan Jipson and Ursi Reynolds); and (14) "McDonald's, Power, and Children: Ronald McDonald (aka Ray Kroc) Does It All for You" (Joe L. Kincheloe). (Each chapter contains references.) (HTH)

ED 452 947 PS 028 978

Dudley-Marling, Curt
A Family Affair: When School Troubles Come Home.
PUB DATE- 00
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Elementary Secondary Education; *Family School Relationship; High Risk Students; Homework; Labeling (of Persons); *Learning Problems; Low Achievement; Mothers; Outcomes of Education; Parent Attitudes; *Parent School Relationship; *Parent Student Relationship; Special Education; Special Needs Students; *Underachievement
IDENTIFIERS- Access to Services

Little is known about the effects of schooling on parents, especially on those with children who struggle in school. Drawing on a series of interviews with parents, this book provides an insider's view of what happens at home when school goes wrong. The stories in this book reveal that school troubles threaten the happiness and self-esteem of children; disrupt relationships between husbands and wives, parents and children, and siblings; and deny parents and children many of the pleasures of family life. Some of the other topics covered include: (1) homework as a "carrier" for school troubles; (2) the degree to which the burdens of school troubles fall on mothers; (3) what parents think about labeling; (4) how school troubles shape people's perceptions of children; (5) how school troubles affect parent-school relationship; (6) parents' differential access to resources that can support children's schooling; and (7) advice for teachers and parents. (Contains 58 references.) (KB)

ED 452 948 PS 029 183

Myers, Gary
Smart Mom's Baby-Sitting Co-Op Handbook: How We Solved the Baby-Sitter Puzzle.
PUB DATE- 00
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

This handbook provides parents with information about the Grade 2 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 2 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Language Arts in Language Programs (Immersion and Bilingual)"; (5) "Mathematics"; (6) "Science"; (7) "Social Studies"; (8) "Information and Communication Technology"; (9) "Physical Education"; (10) "Health"; (11) "Fine Arts"; and (12) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 966 PS 029 449

Curriculum Handbook for Parents, 2000-2001: Catholic School Version, Grade 3.
PUB DATE- 00
NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 Catholic school series, see ED 421 293-303. For the 2000-2001 Catholic school series, see PS 029 446-456.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 3; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 3 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 3 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Language Arts in Language Programs (Immersion and Bilingual)"; (5) "Mathematics"; (6) "Science"; (7) "Social Studies"; (8) "Information and Communication Technology"; (9) "Physical Education"; (10) "Health"; (11) "Fine Arts"; and (12) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB) the problem in Michigan, initiatives to control and combat asthma, and recommendations for further action. Part 3 summarizes findings of children's well-being compared to other states and summarizes trends represented in the state profile. This part notes that in the past decade, Michigan has shown the most extensive improvements in education and in mortality rates. However, access to health care and economic security worsened between 1988 and 1998. Part 4, comprising the bulk of the data book, presents profiles of child well-being statewide and for each county. The report concludes with data notes and sources. (KB)

ED 452 984   PS 029 480

Whitebook, Marcy; Sakai, Laura; Gerber, Emily; Howes, Carollee
Then & Now: Changes in Child Care Staffing, 1994-2000. Technical Report.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 01
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Caregiver Child Relationship; *Child Caregivers; *Day Care; Early Childhood Education; *Labor Turnover; Longitudinal Studies; Predictor Variables; *Preschool Teachers; Teacher Attitudes; Trend Analysis; Wages; Young Children
IDENTIFIERS- Caregiver Attitudes; *Day Care Quality

This longitudinal study examined quality indicators in child care centers in three California communities in 1994, 1996, and 2000. Data were collected by means of interviews with teachers and directors and from classroom observations. Data collection in 1994 and 1996 focused on centers seeking NAEYC accreditation; the 2000 sample of 75 centers included many accredited or highly rated centers. Among the major findings are the following: (1) the teaching staff was alarmingly unstable, with the yearly turnover and centers' inability to replace staff contributing to instability; (2) compensation of teaching staff has not kept pace with the cost of living; (3) high turnover negatively affected teachers' ability to do their jobs, with the majority recommending improved wages as essential to stemming turnover; (4) director turnover was exceedingly high and contributed to staff instability; (5) new teaching staff were significantly less well educated than those they replaced, although there were no differences in professional backgrounds between former or new directors; (6) centers paying higher wages were better able to retain qualified teachers and directors; (7) the presence of a greater proportion of highly-trained teaching staff in 2000 was the strongest predictor of whether a center could sustain quality improvement over time, with wages also a significant predictor; and (8) NAEYC-accredited programs demonstrated higher overall quality than non-NAEYC programs but experienced similar levels of teaching and administrative staff turnover. (Two appendices describe the 1994-1996 study and list the data tables and figures in the report. Contains 65 references.) (KB)

ED 452 985   PS 029 481

Laverty, Kassin; Burton, Alice; Whitebook, Marcy; Bellm, Dan
Current Data on Child Care Salaries and Benefits in the United States.

Wilson, Rebecca
The Combine Project: An Experience in a Dual-Language Classroom = El proyecto de la cosechadora: una experiencia en una clase bilingue.
PUB DATE- 01
NOTE- 63p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, 2001; see PS 029 507.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Journal Articles (080),Journal Articles (080)
DESCRIPTORS- *Bilingual Education Programs; Experiential Learning; *Kindergarten; Kindergarten Children; Parent Participation; Primary Education; Program Descriptions; Special Needs Students; *Student Projects; Teaching Methods
IDENTIFIERS- *Project Approach (Katz and Chard)

This article, also available in Spanish, describes what happened when a bilingual kindergarten class in West Liberty, Iowa, investigated a combine. The dual-language kindergarten program supports content area instruction in both Spanish and English. The first part of the article tells the story of the Combine Project, this class's first project work, which began with a typical kindergarten field trip to a farm and ended with a parent night to show a combine constructed by the kindergartners. The second part of the article discusses the teacher's reflections on learning how to guide projects. Reflections by the teacher include relating kindergarten goals to projects, supporting second-language learners, involving parents, and including children with special needs. (Author/EV)

ED 453 004 PS 029 517

Michigan School Readiness Program: Implementation Manual.
PUB DATE- 00
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Learning Readiness; *Preschool Children; Preschool Education; Program Descriptions; Program Guides; *Program Implementation; *School Readiness; State Programs
IDENTIFIERS- Michigan

In operation since 1988, the Michigan School Readiness Program (MSRP) provides high-quality preschool programs for children who may be at risk of becoming educationally disadvantaged and who may have needs for special assistance. This manual provides guidelines for implementing all aspects of the program, including applying for funding, recruiting and enrolling students, providing the educational program, assessing children, and evaluating the program. The sections of the manual are: (1) "Overview of the MSRP"; (2) "Recruitment and Enrollment"; (3) "Documentation of Eligibility"; (4) "Center-Based Model"; (5) "Curriculum Models"; (6) "Home-Based Model"; (7) "Migrant Education Program"; (8) "A Balanced Literacy Program"; (9) "Assessment of Children"; (10) "Program Evaluation"; (11) "Budget and Financial Guidelines"; (12) "Reporting and Monitoring"; (13) "References," listing materials available from the Michigan Department of Education, relevant websites, and additional resources; and (14) "Sample Forms." (Lists 15 additional resources.) (KB)

Kayenta community to provide three early childhood education programs: Acceptance Belonging Caring (ABC) preschool, Navajo Nation Head Start, and Child Care Occupational Parenting Education Center (COPE). Program staff, support facilitators, and parents completed short surveys about the three programs, including provision of special education services. ABC and Head Start shared many similarities and differed from COPE in various ways. ABC and Head Start enrolled children aged 3-5, offered special education intervention services, and advocated a fully inclusive environment. COPE, on the other hand, provided child care vocational training for high school students and extended child care services to all community members, including free services to teen parents attending school. COPE did not offer special education services but made referrals to ABC and Head Start. All three programs incorporated Navajo language and culture, and parents and staff unanimously stated that the programs were successful. (SV)

ED 453 023 RC 022 970

Davey, Bryan; Alexander, Melina; Edmonson, Claudia; Stenhoff, Donald; West, Richard P.
The Effects of a Discriminative Stimulus, Paired with Individual and Group Reward Contingencies, on the Decibel Levels in an Elementary School Lunch Room.
PUB DATE- 01
NOTE- 7p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; Contingency Management; Dining Facilities; Elementary Education; *Elementary School Students; *Noise (Sound); *Rewards; *Student Behavior
IDENTIFIERS- *Behavior Management; *Discriminative Stimulus

A study examined the effects of using a musical clocklight as discriminative stimulus, paired with individual and group contingency rewards, on the decibel level in an elementary school lunchroom. Subjects were 256 students aged 5-12, who ate lunch in two sessions for younger and older students. The musical clocklight (MCL) apparatus consisted of a sound level meter that monitored and displayed decibels, a stoplight such as those used for traffic signals, a clock, a microphone, and a CD player. During the baseline condition, decibel levels in the lunchroom were measured at 30-second intervals. On the day prior to the initial MCL session, students were informed that the stoplight would change in accordance with noise levels and would control the delivery of music and the accumulation of time on the clock. If the noise became too loud, the light would turn red, the music would stop, and no time would accumulate on the clock. Upon accumulating 20 minutes per day for 12 days, the students would be awarded a pizza party. In addition, age-appropriate individual rewards were presented to students displaying appropriate behavior. Data indicate that the clocklight paired with reward contingencies decreased decibel levels significantly for both older and younger groups. The younger students reverted to baseline conditions when the clocklight was withdrawn. (SV)

ED 453 024 RC 022 971

Harriman, Nancy

another school, and records often arrived incomplete and out of order. Parents often did not inform the school of their intention to transfer their child, and did not inform the new school of prior services received. KUSD schools practiced inclusion and while most children had good experiences with the special education department, the transition from a pullout program to one of complete inclusion was hard. Since students with special needs and their nondisabled peers were treated the same with regard to transportation, children who transferred in from outlying communities might spend excessive time on the bus. Children had a difficult time making friends in their new school. The children who looked, walked, or acted "different" continued to have a hard time after the transition. Recommendations include all educators assuming responsibility for communication and good record keeping. (TD)

ED 453 041   RC 022 991

McSwan, David; Store, Ron
A Partnership Model for the Offshore Delivery of a Research MEd in Rural Studies.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual National Research Forum of the Australian Rural Educational Research Association (Melbourne, Australia, December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Foreign Countries; Geographic Isolation; Higher Education; *Intercollegiate Cooperation; *Masters Programs; Participant Satisfaction; *Partnerships in Education; Professional Development; Program Evaluation; *Rural Education; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *James Cook Univ of North Queensland (Australia); *Malaspina College BC

James Cook University, Queensland, Australia (JCU) and Malaspina University College, British Columbia (MUC) have developed a partnership model for the delivery of JCU's Masters degree in education in rural studies. The course was delivered via distance education from MUC. Program evaluation was conducted via questionnaires returned by 25 students from the first 2 cohorts and interviews with JCU and MUC staff. Findings indicate that the program has generally been successful for both students and staff. Students reported that they enjoyed the program and would recommend it to others. Two thirds of the students reported that it had already changed their work practices and, despite a number of criticisms concerning the delivery of the program, the majority found information and resource accessibility adequate. Staff at both MUC and JCU unanimously supported the program, finding it professionally rewarding and academically stimulating. The program has been financially successful, providing a steadily growing surplus. Problems identified include: a perceived lack of information from JCU regarding enrollment and subject offerings; problems in enrolling students; problems in advising students of subject results; lack of support in understanding and using technology; delays in return of assignments; inaccessibility of JCU staff; and a lack of communication between MUC thesis supervisors and students, and JCU thesis supervisors. Expansion of the course to include rural law enforcement and rural development is being considered. (TD)

ED 453 042   RC 022 998

NOTE- 11p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); Elementary Education; Foreign Countries; Hands on Science; *Inclusive Schools; *Learning Problems; Science Education; *Special Needs Students; Student Evaluation; Teacher Attitudes
IDENTIFIERS- United Kingdom

The principle of education for all is one which few people, if any, would argue against but putting it into practice is one of the biggest challenges facing everyone involved in education. Internationally, nationally and locally attempts are being made to develop and put in place policies and structures which will lead to an inclusivity of education which meets the needs of all students. Children with learning difficulties are only one group for whom access to many aspects of education have been denied. Despite the obstacles, however, there has been much progress in opening up opportunities for them. However, unless teachers are able to help these children access the curriculum, the policies and structures that have been put in place are of little value. This paper examines some of the challenges facing teachers of children with learning difficulties in primary schools as they try to make science accessible to their pupils. Traditionally, such children have been given little in the way of scientific problems to explore but, it is argued, that science can make a significant contribution to the education of children with learning difficulties. The value and effectiveness of the contribution will be realized only if teachers can recognize the barriers to learning that these children face and have the skills to help their pupils overcome these difficulties. Examples of teacher-pupil interactions are used to illustrate the issues raised and some implications for mainstream teaching suggested. (Author)

ED 453 063 SE 064 689

Baturo, Annette; Cooper, Tom; Kidman, Gillian; McRobbie, Cam; Nason, Rod; Proctor, Romina
Lance and John Get To Know an Integrated Learning System.
PUB DATE- 99
NOTE- 12p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computers; Foreign Countries; *Information Technology; *Integrated Learning Systems; Learning Processes; *Mathematics Education; Middle Schools; Numeracy

An integrated learning system (ILS) is a computer-based tutoring program which provides students with learning experiences in many disciplines across many years of school. This paper reports on two Year 6 students' reactions to the electronic worksheets they encountered in their first 3 sessions on the ILS. Each session was video-taped and the students were individually interviewed at the end of the three sessions to

EDRS Price- MF14/PC67 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Attitudes; Block Scheduling; *Conference Papers; Elementary Secondary Education; Environmental Education; Evaluation; Inquiry; Mathematics Education; Preservice Teachers; *Professional Development; Science Activities; *Science Instruction; Scientific Principles; Self Efficacy; *Teacher Education; Technology

This document contains the proceedings of the 2001 Annual International Conference of the Association for the Education of Teachers in Science which was held in Costa Mesa, California, January 18-21, 2001. Papers include: (1) "An Elementary Preservice Teacher's Search for Solutions about the Evolution-Divine Creation Question: The Story of Tracy" (Larry D. Yore and Tracey Knopp); (2) "Stars: Evaluating the Use of Video Technology for Modelling Science Process Skills" (Kenneth P. King and Thomas E. Thompson); (3) "Site-Based Professional Development: Learning Cycle and Technology Integration" (Brian L. Gerber, Andrew J. Brovey, and Catherine B. Price); (4) "Professional Development as Inquiry: The Role of Formative Assessment in Professional Development" (Doris Ash, Karen Levitt, and Lin Tucker); (5) "A Comparative Analysis of Science Teacher Education in Global Communities" (Pamela Fraser-Abder); (6) "Infusing Technology to Enhance Science Lessons: Prospective Teachers as Action Researchers Learning to Teach for Conceptual Change" (M. Randall Spaid); (7) "Professional Development for Elementary School Teachers Working with Science Learning Outcomes" (Ken Appleton and Allan Harrison); (8) "Views of Nature of Science Questionnaire (VNOS): Toward Valid and Meaningful Assessment of Learners' Conceptions of Nature of Science (Fouad Abd-El-Khalick, Norm G. Lederman, Randy L. Bell, and Renee S. Bernhard, Aaron Kropf, and Georgena A. Van Strat). (YDS)

ED 453 084 SE 064 941

Cakiroglu, Jale; Boone, William J.
Preservice Elementary Teachers' Self-Efficacy Beliefs and Their Conceptions of Photosynthesis and Inheritance.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Elementary School Teachers; Higher Education; *Misconceptions; *Photosynthesis; Preservice Teachers; *Science Instruction; *Self Efficacy; *Teacher Attitudes

The purpose of this study was to examine pre-service elementary teachers' understanding of the concept of photosynthesis and inheritance, to explore their self-efficacy beliefs in teaching science, and to investigate the relationship between these two issues. Data were gathered through the use of misconception and science teaching efficacy beliefs instruments, and the utilization of interviews. Seventy-nine pre-service elementary teachers participated in this study and eleven pre-service teachers participated in interviews. The results showed that participants held alternative conceptions regarding photosynthesis and inheritance and have generally positive self-efficacy regarding teaching science. The results also suggested that those participants with fewer alternative conceptions relevant terms and contains a list of books and articles for further reading. The teacher's guide offers classroom activities and handouts to promote active learning and enhance student understanding of the material covered in each chapter of the student text. The activities require students to conduct independent research, evaluate, analyze, and speculate on how the U.S. economy will perform in the future. (BT)

ED 453 105   SO 032 730

Ballinger, Susan
International Relations: Understanding the Behavior of Nations. Teacher's Guide and Student Text . Fourth Edition.
PUB DATE- 01
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Foreign Policy; *Global Approach; International Communication; International Cooperation; *International Relations; Secondary Education; Social Studies; *World Affairs; *World Problems
IDENTIFIERS- Cold War; *Global Issues; *Globalization; National Issues

The teacher's guide and student text are designed to help students understand why nations compete, why they cooperate, and why they sometimes go to war. The guide will help teachers develop comprehensive lesson plans that help students: (1) understand the behavior of nations by defining national interest and examining the factors that affect the development of foreign policy; (2) explore how U.S. foreign policy is shaped by many influences; (3) examine the changes in the world from the Cold War era to the present; (4) apply the concept of interdependence to today's international relations; (5) evaluate the effectiveness of individual tools of foreign policy in meeting a nation's overall goals; and (6) analyze current global situations and speculate on future events. The guide and student text are divided into four units: "The Behavior of Nations"; "How U.S. Foreign Policy Is Made"; "The Cold War and Beyond"; and "World Issues Today." The guide provides objectives, key terms, questions for discussion, motivation, activities, unit test materials, and handouts for each unit. Appendices to the student text contain a further reading list, Web resources, and a glossary. (BT)

ED 453 106   SO 032 737

Jensen, Eric
Arts with the Brain in Mind.
PUB DATE- 01
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aesthetic Education; *Art Activities; *Art Education; *Cognitive Processes; Curriculum Development; Elementary Secondary Education; *Fine Arts; Integrated Activities; Student Needs
IDENTIFIERS- Art Concepts; Art Elements

To push for higher standards of learning, many policymakers are

(Student); Ethnicity; Ethnography; Foreign Countries; Gender Issues; Grade 9; Inner City; *Interpersonal Relationship; Junior High Schools; Language Arts; Language Role; *Sociocultural Patterns
IDENTIFIERS- Canada; *Learning Environments

This study considered the sociocultural nature of learning for students in a multicultural classroom setting, specifically investigating student-student and student-teacher relationships in a junior high classroom using a "community of practice" perspective. This framework was chosen to determine what contribution a community of practice analysis can make to the study of social interaction in a classroom setting. The study focused on the experiences of students and teacher over one year in a grade 9 language arts classroom at a Canadian inner city elementary-junior high school. The school was ethnically and linguistically diverse and a large number of students spoke English as a second language (ESL), although they were integrated into mainstream classes. Data sources included participant observation, contextual field notes, transcripts from semi-structured interviews, and samples of student writing. Although second language learning was important for "outsiders" becoming "insiders," the linguistic profiles and language learning needs of ESL students are not easily understood in terms of fixed concepts of ethnicity and language. At the research site, issues of ethnicity and gender surfaced as more prominent than those related to second language learning. (Contains 23 references.) (BT)

ED 453 126   SO 032 769

Cole, Bronwyn; McGuire, Margit
STORYPATH: A Cross Cultural Study of Children's Construction of Social Studies Understandings.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Constructivism (Learning); Cross Cultural Studies; Educational Research; Elementary Education; Foreign Countries; Grade 1; Instructional Effectiveness; Primary Education; *Social Studies
IDENTIFIERS- Australia (Sydney); *Family Dynamics; Washington (Seattle)

This paper presents the background, procedure, and outcomes of a study of two Year 1 classrooms, one in Seattle, Washington, and the other in Sydney, Australia, that engaged in the constructivist learning experiences of a social studies unit titled "Families in Their Neighborhoods" (McGuire, 1997). The unit employed the "Storypath" planning and teaching strategy. The teacher of each classroom implemented the unit to enable children to construct understandings about families, including their diversity of structures, heritages, and designations of roles and responsibilities. Experiences for developing understandings of the ways in which families live within, as well as have citizenship responsibilities for constructing neighborhoods, or communities, were implemented and explored in the unit. This paper presents analyses of students' interview data, work samples, and classroom displays to describe the nature and level of understandings constructed by the students in each of the research sites. Some cross-cultural comparisons education program to enhance the learning environment in schools. The targeted population consisted of students in grades 1, 2, 3, and 6 and in a self-contained second, third, and fourth grade special education class. Students exhibited behaviors that reflected a lack of positive character traits in the schools. The need for character education was documented through data revealing the perceptions of students, parents, staff, and administrators. The research investigated probable causes for the lack of positive character traits demonstrated by students. Through use of surveys, questionnaires, checklists, and interviews, it was determined that core character traits were deficient in the students' daily interactions. Upon reviewing suggested interventions from current literature by knowledgeable others, eight core character traits were selected as the character education program focus. Acknowledgment and recognition of these character traits were incorporated into the curriculum. Relating literature with a character theme was also a key strategy. Post-intervention data indicated that the implementation of a character education program encouraged positive student interaction. With daily implementation through direct instruction, use of literature, and parental involvement, the learning environment was greatly enhanced. (Contains 5 figures and 41 references. Nine appendices contain parent letter, parent and student surveys, three questionnaires, parent and student post-surveys, and project key words.) (Author/BT)

ED 453 145   SO 032 809

Piscitello, Mary E.
Using Rubrics for Assessment and Evaluation in Art.
PUB DATE- 01
NOTE- 56p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Art Activities; *Art Teachers; *Classroom Techniques; Grade 4; Intermediate Grades; *Scoring Rubrics; Self Evaluation (Individuals); *Student Evaluation
IDENTIFIERS- *Artistic Evaluation; Control Theory; Glasser (William)

This action research project implemented and evaluated an assessment and evaluation program designed to keep students motivated and on-task in art classes. Targeted population consisted of 76 fourth grade students in a middle to lower class suburb of a Midwestern city. Evidence to support the problem consisted of teacher observation checklists and comments, student surveys, teacher surveys, and student journals. Analysis of probable causes through research literature suggests the lack of student ownership and not understanding the grading process contribute to off-task behavior. In addition, lack of various assessment procedures in the class and the instructor's lack of development in assessment training contributed to an unstructured and lax atmosphere. In researching solution strategies three major categories of intervention were selected; teacher and student development of rubrics; implementation of self evaluation; and implementation of William Glasser's control theory. Post-intervention data indicated an increase in student ownership and understanding of criteria used to assess and evaluate their

*Preservice Teacher Education; Teacher Competencies; Teacher Student Relationship

This paper presents several arguments for including a stand-alone course on classroom management in every teacher preparation program. Some teacher preparation programs do not offer any course in classroom management, while others offer classroom management as an elective or as a topic embedded into another course. In the latter situation, the course instructors typically have expertise in the primary topic and not in classroom management. Because of limited time and a lack of knowledge on the part of instructors, the management strategies taught are often quick and easy systems of rewards and punishments. Either approach does a disservice to future teachers as well as to the cultural, emotional, and special needs and interests of the students they will teach. Teacher preparation programs must teach classroom management as a discrete topic, and they must make the effort to employ instructors who have expertise in that area. (Contains 10 bibliographic references.) (Author/SM)

ED 453 166 SP 039 963

Anghileri, Julia; Beishuizen, Meindert
From Informal Strategies to Structured Procedures: Mind the Gap!
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Division; Elementary Education; Elementary School Mathematics; Elementary School Students; Foreign Countries; *Mathematics Education; *Mathematics Skills; *Teaching Methods
IDENTIFIERS- England; Netherlands

This paper explores written calculation methods for solving division problems used by students in England and the Netherlands at two points in the same school year. It analyzes informal strategies and identifies progression toward more structured procedures that result from different teaching approaches. Comparison of the methods used by fifth grade students in the two countries shows greater success with the Dutch approach, which is based on careful progression from informal strategies to more structured and efficient procedures. This success is particularly significant for the girls in the sample. For the English students, whose written solutions largely involve the traditional algorithm, the discontinuity between the formal computation procedure and informal solutions strategies presents difficulties. In addition to the influences of different teaching approaches, strategies and facilities are associated with the presence or absence of a context and the nature of the numbers involved. (Contains 32 references.) (Author/SM)

ED 453 167 SP 039 964

Allen, James D.; Lambating, Julita
Validity and Reliability in Assessment and Grading: Perspectives of Preservice and Inservice Teachers and Teacher Education Professors.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the American

students as a result of working with the project. They noted that their school administrators facilitated participation in the project. Teachers mentioned shared philosophy as an important factor in the project. Challenges to collaboration included lack of time, divergent staff interests, and school culture. Interview data showed increased contact among project members over the course of the year. Efficacy beliefs were strengthened and enhanced by participation in the project. Many participants conducted inservice presentations on the subject to other teachers in the jurisdiction. (Contains 38 references.) (SM)

ED 453 186 SP 039 987

Galbraith, Peter
Systems Thinking: A Lens and Scalpel for Organizational Learning.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Higher Education; Institutional Characteristics; Institutional Evaluation; *Leadership; *Systems Approach
IDENTIFIERS- Archetypes

This paper examines the role of systems thinking in higher education, explaining that university examples provide a sense of what systems thinking entails when applied within large, complex organizations. It shares insights provided by the system dynamics approach for approaches to organizational leadership in education. A system dynamics approach aims to identify how streams of decisions and resources interact to produce behaviors recognized as problematic for an organization (for the purpose of intervention and performance improvement). The system structure is based on two types of feedback loops: positive (self-reinforcing) and negative (self-correcting or balancing). Archetypes are systems thinking tools that can help construct dynamic pictures of the operation of various systems, providing assistance in diagnosing, predicting, and addressing problems in organizational behavior by identifying structures responsible for such behaviors. The paper presents a sample of archetypes and examples of their occurrence in educational settings (e.g., attempts to introduce and spread technology use throughout the curriculum in all schools in a district). It describes systems thinking and university structures, highlighting publicly funded institutions that have recently faced more stringent operating environments. It concludes by illustrating how a systems approach helps at a wider institutional level. (Contains 15 references.) (SM)

ED 453 187 SP 039 988

Anderson-Patton, Vicky
Self-Study as a Way of Teaching and Learning: Tuning into Creativity.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Higher Education; *Preservice Teacher Education; *Student Research; Student Teachers
IDENTIFIERS- Monash University (Australia)

This paper examines how to seriously question the ways that teachers are prepared to cope with the realities and demands of teaching and are equipped with a theoretical background to translate into their teaching. It looks at the approach to teacher preparation in the Faculty of Education at Australia's Monash University. The paper discusses program structure versus principles of practice and considers three assumptions: learning about teaching involves continual conflicting and competing demands that need to be recognized and responded to; learning about teaching requires a shift in focus from the curriculum to the learner; and learning about teaching is enhanced through student teacher research. The paper presents an anecdote written by one student teacher who researched his teaching by examining what would happen if he forced himself to wait during questioning. It concludes by presenting seven propositions that offer a constructivist approach to teaching and learning (e.g., the transition from learner to teacher is difficult but is aided by working closely with one's peers, student teachers should see the preservice program as an educational experience of value, and preservice education programs are inevitably inadequate). (Contains 15 references.) (SM)

ED 453 207   SP 040 008

Reeve, Richard
The Knowledge Building Lab School: Principles to Practice.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Improvement; *Educational Innovation; Elementary Education; Foreign Countries; *Laboratory Schools
IDENTIFIERS- *Knowledge Development

This paper presents common design features of 4 elementary laboratory school classes implementing knowledge building over 1 year. It also explains that the specification and improvement of educational innovations, embedded in the design experiments methodology, is the kind of practice-based research laboratory schools should use in order to make contributions to educational reform. The paper describes the first year of a 3-year study on the support of new knowledge building schools and the development of a set of norms for successful knowledge building. During the first year, the focus was on establishing successful knowledge building communities in each classroom and recording the features of these classrooms and how they related to the underlying principles of knowledge building. Descriptive data are drawn from the Knowledge Forum databases, teacher journals, and researcher observations. The design experiments methodology is proposed for study years 2 and 3, during which time researchers can study iterative improvements being made in these classrooms as related to first year observations. The suitability of the design experiments methodology to the laboratory school environment and the laboratory school environment to the specification and improvement of educational the chair of the evaluation commission, and a member of the evaluation commission. The data indicate that the guided self-study did have some impact on the evaluation initiatives of two of the departments, although it is remarkable that neither department discussed in depth the concept's grounds nor its consequences. One department used the concept in an effort to provoke a discussion about educational quality, and the other incorporated the guided self-study into its own mission. The departments that scored better on problem definition and innovation capacity seem to be better armed to work with the evaluation innovations. (Contains 12 references.) (SLD)

ED 453 226   TM 032 577

Nweke, Winifred C.
Accreditation May Be a Necessary Factor in, but Is It Sufficient for, High Teacher Quality? An Examination of the Performance of Teacher Preparation Units on Accreditation and Certification Evaluations.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Elementary Secondary Education; Higher Education; Institutional Evaluation; Licensing Examinations (Professions); *Preservice Teachers; Teacher Certification; *Teacher Education
IDENTIFIERS- *Praxis Series; *Quality Assurance

This study investigated the extent to which two quality assurance mechanisms, accreditation and teacher certification, are consistent in assigning high marks for teacher quality to the same teacher education institutions in Georgia. The study sample was teacher candidates in thirteen institutions in Georgia that sought initial approval/accreditation between 1995 and 1999. Institutions' accreditation reports showing ratings on 20 National Council for the Accreditation of Colleges of Teacher Education (NCATE) and the overall approval/accreditation decision were examined. Praxis II test results were obtained for 2,307 teacher education candidates from the 13 institutions. On a first attempt at Praxis II, teacher candidates from NCATE accredited institutions performed better than students from institutions that were denied NCATE accreditation or that had been awarded conditional accreditation. However, teacher candidates from accredited institutions were not distinguishable from teacher candidates from non-accredited institutions when candidates' best performance was considered. (Contains 3 tables and 11 references.) (SLD)

ED 453 227   TM 032 578

Chang, Shun-Wen; Hanson, Bradley A.; Harris, Deborah J.
A Comparison of the Standardization and IRT Methods of Adjusting Pretest Item Statistics Using Realistic Data.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). For authors' AERA 2000 conference paper, see ED 442 838.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

proficient reading, such as standardized and informal measures of comprehension and word recognition accuracy. If, however, reading rate is to be used as a method for assessing reading progress and problems, certain tasks must be carried out. These include the identification of valid standards for reading rate as well as the conditions under which reading rate should be measured. In theory, reading rate is a measure of the underlying concept of reading fluency. Authentic interventions such as the use of repeated readings prior to the performance of poetry or reader's theater have been shown to lead to improved fluency, improved rate of reading, and improved overall performance in reading. (Contains 4 tables and 11 references.) (SLD)

ED 453 247 TM 032 784

Brunsman, Bethany A.; Lukin, Leslie E.
Classroom Assessment: Possibilities for State Reporting of Student Proficiency.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; Elementary Secondary Education; *School Districts; State Programs; *Test Construction; *Testing Programs
IDENTIFIERS- Lincoln Public Schools NE; Nebraska

The state of Nebraska has adopted a unique approach to statewide reporting that requires school districts to develop district-level assessments of the state student content standards or district standards comparable in quality and to report the results to the state and public. This system allows districts to base their assessments on what they are teaching and to use creative approaches to assessment to measure outcomes that are not easily captured in paper-and-pencil tests. The state also hopes that districts will be able to use the same assessment results to enhance instruction. The response of the Lincoln Public Schools to the state requirements has included both paper-and-pencil tests and comparable classroom assessments. These comparable classroom assessments allow standardized judgments across classrooms through the use of scoring rubrics and teacher training. Teams of teachers trained in assessment development created district standards and assessments. Preliminary results suggest that judgments are fairly consistent among teachers. Additional studies are planned. Comparable classroom assessments seem to be viable and cost effective for measuring student achievement for the purposes of accountability and enhancement of instruction. (Author/SLD)

ED 453 248 TM 032 785

Roberts, J. Kyle; Onwuegbuzie, Anthony J.; Eby, J. Robert
The Introduction of a Measure of Instrument Homogeneity for Interpreting Low Reliability Coefficients.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English

information contributed by the deleted CR items relative to those that are retained. Implications of different approaches to weighting are discussed. (Contains 5 tables, 10 figures, and 10 references.) (SLD)

ED 453 267 TM 032 804

Snow-Renner, Ravay
What Is the Promise of Large-Scale Classroom Practice Measures for Informing Us about Equity in Student Opportunities-To-Learn? An Example Using the Colorado TIMSS.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Access to Education; Accountability; Elementary Education; *Elementary School Students; *Equal Education; *Measurement Techniques
IDENTIFIERS- Colorado; Large Scale Programs; *Opportunity to Learn; *Third International Mathematics and Science Study

Academic achievement and opportunity to learn (OTL) were studied using data from the 1995 Third International Mathematics and Science Study (TIMSS) for Colorado students at the elementary level. The study used a comprehensive definition of OTL that included content coverage, curricular focus, duration of instruction, and instructional strategies. The implications for using large-scale measures to indicate how fairly educational opportunities were distributed were studied in a context of comparative accountability measures. Data were from 104 third and fourth grade classes in 50 schools, for a total of 2,163 students. The data patterns indicate that a survey measure of OTL can provide some reasonable information about the nature and distribution of instructional practices in different classrooms. This information is at a relatively "broad brush" level of specificity, but it does support the idea that some classes have access to content topics more than others do. Large scale measures of OTL have promise for providing general information about students' experiences in the classroom, but they are not technically sound enough to provide rigorous data in an era of high-stakes accountability. (Contains 5 tables and 46 references.) (SLD)

ED 453 268 TM 032 805

Camburn, Eric; Correnti, Richard; Taylor, James
Examining Differences in Teachers' and Researchers' Understanding of an Instructional Log.
SPONS. AGENCY- Department of Education, Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Factor Analysis; *Journal Writing; Language Arts; Reading Comprehension; *Reading Instruction; Self Evaluation (Individuals); *Teachers; *Validity

customized list of data resources for each subcommittee and can serve as a clearinghouse for the subcommittees. After the self-study, the IOR can work to fill any data gaps during the period before the accreditation team visits. (SLD)

ED 453 287   TM 032 826

Edlger, Marlow
Assessing the Quality of CD-ROMs in the Curriculum.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Curriculum; Elementary Secondary Education; *Instructional Material Evaluation; Instructional Materials; *Optical Data Disks

CD-ROMs like other curriculum materials, should be assessed for use in teaching and learning situations. Appropriate CD-ROM use should capture student interest, engage learners actively, provide meaningful learning, assist in providing for individual differences, and help students perceive the purpose of learning. CD-ROMs can be used to: (1) provide background information to increase readiness for learning; (2) expand previously learned subject matter and skills; (3) explore a topic in further depth; (4) develop selected concepts and generalizations; (5) develop summaries; (6) obtain information for a report on a lesson or unit of study; (7) foster cooperative efforts; (8) emphasize critical thought; (9) develop creative thinking; and (10) apply information in a new setting. It might be possible to use CD-ROMs in homework or to involve parents, and both parents and teachers could be surveyed about the use of the CD. CD-ROMS can be included in curriculum planning, and their use can be evaluated in the ways other instructional materials are evaluated. (SLD)

ED 453 288   TM 032 827

Ridge, Kirk
Do Raters Demonstrate Halo Error When Scoring a Series of Responses?
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluators; Feedback; *Interrater Reliability; Junior High School Students; Junior High Schools; Mathematics Tests; Performance Based Assessment; Responses; *Scoring; *Training
IDENTIFIERS- *Halo Effect

This study investigated whether raters in two different training groups would demonstrate halo error when each rater scored all five responses to five different mathematics performance-based items from each student. One group of 20 raters was trained by an experienced scoring director with item-specific scoring rubrics and the opportunity to practice scoring and receive feedback. A second group of 20 raters trained themselves using a generic scoring rubric without the opportunity to practice. After training, all raters scored the same 500 student

Skills in reading and mathematics and from parent/caretaker surveys regarding their children's school experiences. Results indicated that after 1 year, students who received scholarships scored higher in math and reading; parents of scholarship users were much more satisfied with their children's education; scholarship students were being educated in smaller schools and classes and were being asked to do more homework; parents of scholarship students reported more frequent school communications; 75 percent of those offered scholarships used them; and families of scholarship applicants were similar to those eligible for participation in terms of income, but were more likely to be dependent on governmental assistance and to be African American. (SM)

ED 453 308   UD 034 174

Peterson, Paul E.; Campbell, David E.
An Evaluation of the Children's Scholarship Fund.
PUB DATE- 01
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Low Income Groups; *Parent Attitudes; Private School Aid; Private Schools; Scholarships; *School Choice; Surveys; Urban Schools

This paper presents first-year results of an evaluation of a Children's Scholarship Fund (CSF) program which provided scholarships enabling low-income families nationwide to send their K-8 children to private schools of their choice. Families won scholarships through a lottery. Telephone surveys of parents/caretakers of children who took advantage of the CSF scholarships were conducted at the end of the first school year in which the scholarships were used. The survey examined level of satisfaction with the school, reasons for choosing the school, experiences with the school, and family background. Families of students not offered the scholarship were also surveyed. Private school parents were more satisfied with the quality, environment, and location of the school than were public school parents. Discipline problems, including fighting, gangs, racial conflict, and drugs, were less common within the private schools. Private schools generally had fewer facilities and programs and were smaller than public schools. Private school parents felt that teachers were more respectful towards them and their children. Public schools had higher populations of minority students. Both public and private school parents had similar levels of participation in school activities and conferencing with teachers. Families offered scholarships were more likely to report that academic quality and religious considerations were the most important reason for choosing the school. (SM)

ED 453 309   UD 034 175

Domanico, Raymond
Catholic Schools in New York City.
PUB DATE- 01
NOTE- 51p.; Prepared for New York University, Program on Education and Civil Society.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Academic Failure; Class Size; *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Public Schools; Special Education; Urban Schools
IDENTIFIERS- *New York City Board of Education

This publication presents seven facts about spending and performance in the New York City public schools. The topics addressed include: (1) overall spending is rising, with the rate rising particularly rapidly in the past 5 years; (2) the spending gap between schools in the city and in other localities is widening, with much of this due to the extremely rapid rate of growth in per pupil spending outlays in the increasingly well-off, largely suburban counties; (3) New York spending is high by national standards, and New York City spends just over 30 percent more on average per pupil than the nation does; (4) class size and student-teacher ratios are smaller, but the bureaucracy is larger; (5) only about 55 percent of total public school spending goes to classroom instruction, and only four-fifths of that 55 percent goes to compensate teachers; (6) special education accounts for 25 percent of all spending, though New York City's special education students represent only 12 percent of overall enrollments; and (7) students in New York City's public schools are still underperforming despite the infusion of funds and personnel. (SM)

ED 453 328   UD 034 203

Shapiro, Isaac; Greenstein, Robert; Primus, Wendell
Pathbreaking CBO Study Shows Dramatic Increases in Income Disparities in 1980s and 1990s: An Analysis of the CBO Data. Revised.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Family Income; Low Income Groups; *Tax Rates; *Taxes
IDENTIFIERS- *Income Disparities; Income Level; *Income Taxes

A study by the Congressional Budget Office of income and tax trends since 1979 showed dramatic increases in income disparities, especially between the wealthiest one percent of Americans and the rest of society, in the 1980s and 1990s. The percentage of income Americans paid in federal taxes declined for every income group between 1979-97. The average after-tax income of the poorest 20 percent of American households in 1979 was $10,900 (adjusted for inflation and expressed in 1997 dollars); in 1997 it was $10,800. For the middle fifth of households, average after-tax income rose 10 percent over time. Average after-tax income climbed 157 percent among the top one percent of households. Income disparities between rich and poor, and between rich and middle class, were much wider in 1997 than at any other time studied. Data for 1998-99 indicate that all income groups gained somewhat since 1997, but those gains were concentrated at the top of the income distribution. The share of federal income taxes paid by those at the top increased over the past two decades, due to increased concentration of income among the very affluent. The top one percent of taxpayers experienced a larger percentage point drop in their effective tax rate during the study period than did any other group. (SM)

ED 453 329   UD 034 204

systems, and distance learning. The fourth section presents snapshots of the following e-learning businesses: Lightspan, Inc.; Classroom Connect; HighWired.com; Tutor.com; PowerSchool, Inc.; and Class.com, Inc. It is concluded that e-learning can play a substantive role in developing a new breed of literate citizens for the global economy of the 21st century. (MES)

ED 452 843   IR 020 685

Thornburg, David D.
Technology in K-12 Education: Envisioning a New Future.
PUB DATE- 99
NOTE- 14p.; In: Forum on Technology in Education: Envisioning the Future. Proceedings (Washington, D.C., December 1-2, 1999); see IR 020 683.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Change; *Educational Objectives; *Educational Technology; Elementary Secondary Education; Futures (of Society); Role; Telecommunications
IDENTIFIERS- *Technology Role; *Technology Utilization; Visions

This paper discusses the role of computer and communication technologies in education. The first section addresses how America, as a nation, envisions the future of technology in K-12 education, including: what the future role of technology in education should be; what the future of education will look like; and the impact of technology on teaching and learning in the near-term and in the long-term. The second section considers how to best realize this vision for the future of education, including: what the nation's goals for the use of technology in education should be; how the nation can achieve the technology goals for the future; and what areas need more attention from the nation. (MES)

ED 452 844   IR 020 686

Schank, Roger C.; Jona, Kemi
Extracurriculars as the Curriculum: A Vision of Education for the 21st Century.
PUB DATE- 99
NOTE- 12p.; In: Forum on Technology in Education: Envisioning the Future. Proceedings (Washington, D.C., December 1-2, 1999); see IR 020 683.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Change; *Educational Technology; Elementary Secondary Education; Futures (of Society); *Government Role; Instructional Development; *School Role; *Teacher Role; World Wide Web
IDENTIFIERS- Technological Change; *Web Based Instruction

This paper focuses on where changes in education related to technology will take America, as a nation, how the roles of schools and teachers will change in the 21st century, and what the government should do to foster this change. The online delivery of courses over the World Wide Web is identified as the primary driver of change in the 21st century education system. Key areas in which technology will drive educational

ED 452 864 IR 058 123

Hasan, Helen
Development of Information Literacy: A Plan.
PUB DATE- 00
NOTE- 8p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Planning; Foreign Countries; *Information Literacy; Information Skills; *Instructional Development; Learning Resources Centers; *Library Services; School Libraries; Secondary Education; Strategic Planning
IDENTIFIERS- Australia

This paper describes the development of information literacy in a secondary school setting. The first section discusses the definition of information literacy, the key elements in the development of information literacy, characteristics of an information literate person, the main factors in the environment for information literacy, monitoring of information literacy, and challenges for the development of information literacy. The second section presents an overview of Marcellin College (Australia), a Catholic secondary school for boys, including the school's development plan and its "Beyond 2000" strategic plan. The third section outlines the school library's initial proposal for the development of information literacy within the school's development plan. (MES)

ED 452 865 IR 058 124

Hawkins, Brian
Libraries, Knowledge Management, and Higher Education in an Electronic Environment.
PUB DATE- 00
NOTE- 8p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; *Educational Change; Educational Cooperation; Higher Education; Information Management; *Information Services; *Information Technology; *Library Role; World Wide Web
IDENTIFIERS- *Knowledge Management; Search Engines; Technological Change

This paper discusses transformational change in academic libraries, as digital technology alters how services are provided, research is conducted, and learning occurs. Highlights include: advantages of libraries over the World Wide Web; redefining the knowledge management paradigm; two different types of information (i.e., explicit and tacit); a vision for online content, access, and services in the new electronic era; the challenges of managing and evaluating Web resources; the need for a search engine that focuses on Web sites, data sets, video clips, and other source material deemed to have academic value by an appropriate professional; the development of such a service as an opportunity for a type, age distribution, geographic source of students, educational source of new students, and grade distribution. (JA)

ED 452 885 JC 010 313

Tacoma Community College Facts, 1999-2000.
PUB DATE- 00
NOTE- 13p.; Some text is cut off.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *Community Colleges; *Educational Finance; Enrollment; *Institutional Characteristics; *Institutional Mission; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Tacoma Community College WA

This report provides data about Tacoma Community College (Washington), including college mission, accreditation, enrollment, facilities and finance. Tacoma Community College is a comprehensive state-supported school serving more than 650,000 residents in the Pierce County areas of western Washington. The college maintains an open door admission policy and provides educational opportunities at the lowest possible cost consistent with acceptable standards of quality. The college provides a comprehensive curriculum including academic transfer education, occupational and vocational education, lifelong continuing education, international education, and developmental education. During 1999-2000 academic year, there were 5,443 full time students and 3,195 part-time students enrolled. While attending the college, 2,025 were employed full-time and 2,120 worked part-time off campus. Primary support services consists of activities providing primary support to instruction. The three major elements are academic computing services, ancillary support services, and academic administration. For fiscal year 1999, $904,740 (5.1% of total expenditure) were used for primary support services. Instruction, which consists of the formal instructional activities provided for students, accounted for 47.5% of the total expenditure. (JA)

ED 452 886 JC 010 314

Harter, James L.
Summary of the P.A.S.S. Program (Project Assuring Student Success), Mercy College of Northwest Ohio.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; College Programs; *Community Colleges; *Program Implementation; *Remedial Instruction; School Effectiveness; *Student Improvement; Tutorial Programs; Two Year Colleges

The paper describes an academic support program at Mercy College of Northwest Ohio. The Project Assuring Student Success (PASS) Program is multi-faceted and comprehensive, designed to help students find success in their academic endeavors. The first phase of this program was the development and implementation of the Student Success Center. Some of the services provided at the Student Success Center are skills development programs in areas such as time management, stress management, and study habits. Services provided through the center have been funded,

(1) resolution of the public-policy issues relating to the general-purpose grant, other specific-purpose grants and tuition changes beyond those announced by the Ministry; and (2) examination of the impact of staffing needs for the colleges to meet the increased student enrollment. (JA)

ED 452 906   JC 010 350

Jensen, Victoria; Wenzel, Alan
Creating a Sophomore Capstone Experience in the Community College.
PUB DATE- 01
NOTE- 19p.; Includes Capstone Course 1999 documents.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *General Education; Learning; *Outcomes of Education; *Student Evaluation; Two Year Colleges
IDENTIFIERS- Capstone Courses; *Highland Community College IL

This paper describes the development of an outcomes assessment project called Capstone at Highland Community College (Illinois). Highland Community College needed an assessment for outcomes and competencies not measurable with a standardized test or a survey. The college created a seminar-like course, Capstone, which would provide faculty with an opportunity to observe the extent to which students would demonstrate or apply general education skills, such as the ability to discuss issues with peers, make independent decisions, and design, communicate and evaluate an individual and a collaborative project. The college developed and articulated a two-credit, eight-week, tuition-free course, which required students to complete four projects: two in response to prompts; a personal portfolio; and a career project. It also required at least one oral presentation, one written presentation, one team project, one individual project, and one project including numerical support. The course asked students to develop and use rubrics to critique their own work and that of classmates. The students could work on teams to reach shared goals, make independent decisions, and make oral presentations. But they had difficulty discussing issues in depth, tended to focus on detail without establishing a thesis, and demonstrated lack of sophistication in selecting and citing sources. (JA)

ED 452 907   JC 010 353

Mississippi's Public Community and Junior Colleges, 1999-2000: Statistical Data.
PUB DATE- 99
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Enrollment; *Institutional Characteristics; Public Colleges; Student Characteristics; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Mississippi

This document presents statistical data for Mississippi's 15 public community and junior college districts. Under the Enrollment section, detail is given with regard to: headcount enrollment, headcount enrollment by district and campus, credit headcount enrollment by district and campus, non-credit headcount enrollment by district and campus, credit headcount enrollment by county, and non-credit headcount enrollment by

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Graduate Surveys; Outcomes of Education; School Effectiveness; Student Surveys; *Technical Institutes; Two Year Colleges; *Vocational Education; Vocational Followup
IDENTIFIERS- *Wisconsin Technical College System

This graduate follow-up survey is conducted annually to gather data regarding the activities and perceptions of students approximately six months after their graduation from Wisconsin's Technical Colleges. The primary objectives of the survey are to determine the extent to which graduates' current activities are related to the graduates' educational programs, to provide information to be used as tools in career awareness and planning efforts for those making or assisting in career decisions, and to provide data to facilitate program planning, evaluation, and development. The 16 colleges in the Wisconsin Technical College System surveyed graduates of programs in their respective colleges. A total of 15,692 graduates were surveyed statewide with 11,885 responding (76% response rate). When asked to give their reason for attending technical colleges, 44 percent said it was to prepare to obtain employment, while 20 percent said it was to make a career change. Of the respondents who are in the labor market, 95 percent are employed and 5 percent are still seeking employment. Within the group that is employed, 82 percent indicated that their job is related to the training received. The median annual salary for all 1999-2000 technical college graduates is $25,883. (JA)

ED 452 928 JC 010 376

Austin Community College Fact Book, 2000-2001.
PUB DATE- 01
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Faculty; Community Colleges; Educational Finance; *Enrollment; *Institutional Characteristics; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

The 2000-2001 Fact Book provides information about the general background, finance, students, faculty, and programs of Austin Community College (ACC) (Texas). Highlights for fall 2000 (unless otherwise noted) include: (1) data for course enrollment show that 6,915 students were enrolled in arts and humanities, 10,400 in communications, 17,630 in math and science, and 18,717 in social and behavioral sciences; (2) total estimated expenditures for fiscal year 2001 is $93,860,794; (3) in spring 2000, ACC's service area was 64% White, 24.2% Hispanic, 8% black, and 3% "other"; (4) there were 25,856 students enrolled in credit programs; (5) the largest student age group was 19-21 (31%), followed by 25-30 (17%); the smallest age group was age 65 and over (0.2%); (6) in fall 2000, approximately 54% of ACC's students were female; 64% of ACC's students were white, 21% Hispanic, 7% black, and 6% Asian; (7) 25% of ACC's students were full time; (8) ACC's staff, in fall 2000, was 58% female and 66% white; and (9) in 1999-2000, 24,920 students participated in one or more of ACC's 3,618 continuing education programs. (Includes a glossary, tables, and charts.) (JA)

ED 452 929 JC 010 377

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; *Cooperative Planning; *Cooperatives; Leaders; *Preschool Children; Program Descriptions; *Program Design; Program Development; Program Guides
IDENTIFIERS- *Babysitters

Noting that a family with young children is under tremendous pressure and that a babysitting cooperative can give parents relief during a vital stage of a family's development, this book provides guidance for mothers of preschool children in starting and maintaining a Smart Mom's Babysitting Cooperative based on the University Place Baby-Sitting Co-Op near Seattle, Washington. The book is presented in five sections. Section 1, "What Is a Co-Op and Why Do I Need One?" presents basic information on the program, with a question-answer format; describes centralized and decentralized cooperatives; uses parents' stories to present a rationale for developing a cooperative; and discusses safety issues. Section 2, "How Do I Start a Baby-Sitting Co-Op from Scratch?" describes how to organize a small centralized babysitting cooperative and includes startup tips for large groups. Section 3 "How Do I Get the Most from My Co-Op?" discusses evening sits, procedures for calling the sitter, sitters' responsibilities, effective ground rules, and children with special needs. Section 4, "What Do I Do as Secretary?" focuses on the secretary's responsibilities, details how to use the secretary workbook, and discusses how to coordinate sits. Section 5, "What Do I Do as Leader?" describes the leader's responsibilities, presents tips for locating mothers interested in participating, and describes the September meeting for renewing participants' registration. The book's three appendices present a flowchart for planning purposes, sample forms, and the terms of participating in Smart Mom's Inc. program of assistance. (KB)

ED 452 949 PS 029 319

State of the States: A Profile of Food and Nutrition Programs across the Nation. 2000 Update .
PUB DATE- 00
NOTE- 76p.; For abstract to 1996 report, see ED 407 092.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Enrollment; *Federal Programs; *Food; Hunger; Lunch Programs; *Nutrition; Participation; Poverty; *State Programs; *Trend Analysis; Unemployment
IDENTIFIERS- *Food Assistance Programs; Food Stamp Program; School Lunch Program; Women Infants Children Supplemental Food Program

Noting that persistent poverty, hunger, and food insecurity remain an important challenge in the United States, this report of the Food Research and Action Center details food and nutrition programs throughout the country. The report, designed for use by governments, advocates, religious organizations, schools, service providers, and non-profit organizations, presents data on the extent of hunger and on nutrition usage for the nation as a whole and for the 50 states and the District of Columbia. The following programs are described: (1) Food Stamp Program; (2) National School Lunch Program; (3) National School Breakfast Program; (4) Summer Food Service Program; (5) Child and Adult Care Food Program; (6) Special

ED 452 967 PS 029 450

Curriculum Handbook for Parents, 2000-2001: Catholic School Version, Grade 4.

PUB DATE- 00

NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 Catholic school series, see ED 421 293-404. For the 2000-2001 Catholic school series, see PS 029 446-456.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 4; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education

IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 4 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 4 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Language Arts in Language Programs (Immersion and Bilingual)"; (5) "Mathematics"; (6) "Science"; (7) "Social Studies"; (8) "Information and Communication Technology"; (9) "Physical Education"; (10) "Health"; (11) "Fine Arts"; and (12) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 968 PS 029 451

Curriculum Handbook for Parents, 2000-2001: Catholic School Version, Grade 5.

PUB DATE- 00

NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 Catholic school series, see ED 421 293-404. For the 2000-2001 Catholic school series, see PS 029 446-456.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School

SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Foundation for Child Development, New York, NY.; Teaching Strategies, Inc., Washington, DC.
PUB DATE- 01
NOTE- 46p.; With assistance from Nicole Gerber. For 2000 edition of this report, see ED 446 847.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Care Occupations; *Child Caregivers; *Compensation (Remuneration); Day Care; Fringe Benefits; Health Insurance; Labor Turnover; Preschool Education; *Preschool Teachers; Program Descriptions; Salary Wage Differentials; Tables (Data); *Teacher Salaries; Wages
IDENTIFIERS- United States

This report presents the most recent salary and benefits data available for the U.S. child care workforce. Median level child care salaries are compared to the median salaries of other occupations. In addition, data for average wages of preschool teachers and child care workers are presented for each state, with information on wages available by region or county within some states. The report then describes a variety of federal, state, and local compensation initiatives to improve child care workers' salaries or benefits. The report highlights the need for more consistent, reliable, and comprehensive data collection about the child care workforce. Appendix 1 of the report presents compensation and turnover data collected in various states during or after 1998. Appendix 2 contains a resource list of studies conducted prior to 1998 as a record of prior data collection efforts. (KB)

ED 452 986 PS 029 482

Marvinney, Sandy, Ed.
The State of Washington's Children, Spring 2000. Eighth Annual Report .
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Washington State Dept. of Social and Health Services, Seattle. Div. of Alcohol and Substance Abuse.; Boeing Co., Seattle, WA.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 00
NOTE- 39p.; For Seventh Annual Report, see ED 441 577.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Foster Care; Guns; Infant Mortality; Infants; Mortality Rate; One Parent Family; *Social Indicators; *State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; Unemployment; *Well Being
IDENTIFIERS- *Indicators; Out of Home Care; Vaccination; *Washington

This Kids Count report is the eighth to examine annually statewide trends in the well-being of Washington's children. Following an introduction, Part 1 of the report focuses on one "success story" and one "challenge ahead" for each of the five domains examined: (1) family and community (including teen birth rate, teen pregnancy, births to unmarried mothers,

ED 453 005 PS 029 519

Carr, Phil
Alianza para el Aprendizaje: Una guia de actividades educativas para familias (Alliance for Learning: A Guide of Educational Activities for Families).
PUB DATE- 99
NOTE- 38p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; Child Health; Geography; History Instruction; Homework; *Learning Activities; Library Skills; Mathematics Activities; *Parents as Teachers; School Readiness; Television Viewing; *Young Children

This Spanish-language publication condenses the information in the Alliance for Learning series. The publication is intended principally for families with preschool or primary grade children, although the material can be used with older children. The sections of the publication address various themes and present activities that parents can do with their child to help reinforce learning in each of the theme areas. The activities are generally simple and related to daily tasks. The sections address the themes of: (1) reading; (2) mathematics; (3) science; (4) succeeding in school; (5) history; (6) geography; (7) being responsible; (8) using the library; (9) writing; (10) being healthy; (11) making use of television; (12) practicing art; (13) preparing for school; (14) arriving at school healthy and safe; and (15) doing homework. (BC)

ED 453 006 RC 022 086

Rural Education Looks to a Bright Future in the New Millennium: A Report on the Alaska Rural Education Leadership Retreat.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Office of Systemic Reform.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Alaska Natives; American Indian Education; Change Strategies; *Culturally Relevant Education; Educational Cooperation; *Educational Planning; Elementary Secondary Education; Higher Education; Indigenous Personnel; Rural American Indians; *Rural Education; School Community Relationship; *Teacher Education
IDENTIFIERS- *Action Plans; *Alaska

A 3-day retreat on rural education leadership in Alaska focused on how the Alaska Department of Education, the University of Alaska, rural communities, and school districts can better cooperate to address the long-term educational needs of rural communities. Recommendations were formulated in three focal areas. First, developing an Alaskan rural education action plan for the next 20 years involves adopting standards for culturally responsive schools; defining and achieving local control; developing a clearinghouse to network reform initiatives; engaging elders, families, and communities; stabilizing the rural workforce with a viable economic base;

Responsive Special Education Partnerships: Dealing with the Tough Cases in Small Rural Schools.
PUB DATE- 01
NOTE- 7p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Cooperation; *Educational Strategies; Elementary Secondary Education; *Family School Relationship; Parent Participation; Rural Schools; *Severe Disabilities; *Small Schools; *Special Education; Student Records; Teacher Collaboration
IDENTIFIERS- Maine

Small, rural schools may have a limited range of services available onsite for students with intensive special needs. This report describes the philosophical approaches and situational strategies for these students, implemented successfully by staff at two small rural schools in Maine. Small rural schools have the most difficulty in programming for students who require more than 60 percent of the day in a special setting, or an alternative curriculum in several domains. Often, alternative day programs within a reasonable distance may be limited or nonexistent, and the school may have only one part-time or full-time special educator on staff. Thus, multidisciplinary teams within the school are under pressure to develop creative programming. Three approaches are important in developing a program for a new student with intensive needs. These are a family-focused approach characterized by mutual respect, choices, and active family participation in team decision making; a comprehensive data collection system; and adult support in the classroom. Effective programming also depends on situational strategies related to personnel, financial factors, the school facility, and preexisting school culture. Situational strategies are intermediate steps as an appropriate level of staffing and programming is determined. A strong team effort in a small school can accomplish a lot for a student and his or her family in a short time. This is significant, as students with intensive needs who enroll in rural schools as transfer students mid-year are likely to move again. (SV)

ED 453 025   RC 022 972

Luna, Gaye; Medina, Catherine
Rural Special Education Teachers as Caregivers: Voices of Students and Teachers.
PUB DATE- 01
NOTE- 7p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Emotional Disturbances; *Hispanic American Students; Interviews; Mexican Americans; Rural Schools; Secondary Education; Secondary School Students; *Special Education; *Special Education Teachers; *Teacher Student Relationship
IDENTIFIERS- *Caring

Calkins, Annie, Ed.; Christian, Scott, Ed.
Standard Implications: Alaskans Reflect on a Movement To Change Teaching.
PUB DATE- 00
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Standards; Alaska Natives; Culturally Relevant Education; *Educational Practices; Elementary Secondary Education; English Instruction; English Teachers; Higher Education; *Language Arts; Personal Narratives; *Rural Schools; School Community Relationship; Small Schools; *Teaching Experience; Teaching Methods
IDENTIFIERS- *Alaska; *Learner Centered Instruction; Place Based Education

In this anthology, rural Alaskan English teachers in the Bread Loaf Rural Teacher Network describe their experiences implementing new state education standards while continuing their commitment to learner-centered and place-based practice. The book presents narratives about teaching grounded in knowledge and understanding of students and communities, makes the distinction between standards and standardization, and celebrates small-scale learning communities where the resourcefulness of teachers is a moving force for culturally sensitive, standards-based teaching. Following a foreword by Dixie Goswami and an introduction by Andrea Abernethy Lunsford, the contents are “Standards in a Middle School Language Arts Program: One Student, One Writing Assignment” (Scott Christian); “Poetry in Motion” (Eileen Clark); “Incorporating Community and Environment in Teaching” (Fargo Kesey); “Avid Video” (Joe Koon); “Karina: A Personal Perspective on High Stakes, Standards and Growth” (Tom McKenna); “An Essential Idea” (Geri McLeod); “Muddying the Waters” (Karen Mitchell); “Listening to Voices: Interacting with Community and Students” (Maria Offer); “Elegiac Voices: Students Join a Poetic Tradition” (Prudence Plunkett); “Beyond the Lines: Six-Trait Reading Works on Many Levels” (Sondra Porter); “Writing from the Heart: Peer Revision on the Web” (Rosie Roppell); “Eye Opening Online Interactions” (Sheri Skelton); “Humbug! The ‘Heart’ of Conversation” (Patricia A. Truman); and “‘Pass the Poetry, Please’: Real Learning in Rural Alaska” (Tammy Vanwyhe). (SV)

ED 453 043   RC 022 999

Orazem, Peter F.
The Urban and Rural Fellowship School Experiments in Pakistan: Design, Evaluation, and Sustainability.
PUB DATE- 00
NOTE- 21p.; Financed under a joint agreement between the Economics of Education and Girls' Education Thematic Groups, HDNED, World Bank, and by funding from the Development Research Group under RPO No. 679-18 of the World Bank.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Vouchers; Enrollment; Foreign Countries; *Institutional Survival; Pilot Projects; Poverty; *Private Schools; *Rural Schools; Rural Urban Differences; *Urban Schools; *Womens Education
IDENTIFIERS- *Pakistan

The province of Balochistan has the worst educational attainment determine: (a) what new procedures they were required to learn in the computer environment, and (b) the understanding they gained of the content delivered to them via the electronic worksheets. This paper reports on this interview which focused on how students "got to know" the procedures which would enable them to progress through the ILS. The results showed that the students: (a) had to adjust their "school maths" procedures to accommodate the ILS procedures, and (b) were able to progress in terms of the systems' evaluation of their ability with impoverished understanding. The paper discusses reasons for this and the propensity of systems of this type to focus on syntactical and instrumental understanding. (Author)

ED 453 064   SE 064 716

Wiltz, L. Kate
Parks as Resources for Knowledge in Science (PARKS) National Program Evaluation Final Report.
SPONS. AGENCY- National Park Foundation, Washington, DC.
PUB DATE- 01
NOTE- 28p.; Made possible through generous support from Exxon/Mobil Corporation. Some text and photographs may not reproduce well. Prepared by the Ohio State University Environmental Program Evaluation Working Group.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Environmental Education; Inquiry; Instructional Materials; Nonformal Education; Outdoor Education; *Parks; *Program Evaluation

This document evaluates the Parks as Resources for Knowledge in Science (PARKS) project which supports environmental education in 36 National Parks across the United States and provides curriculum-based learning opportunities that integrate National Science Education Standards for teachers and students. Contents include: (1) "Executive Summary--PARKS at a Glance"; (2) "Introduction--What Was the PARKS Project?" which includes background information and the PARKS National Evaluation; (3) "Program Descriptives--Who Was Involved in the PARKS Project?"; (4) "Program Descriptives--What PARKS Projects Look Like"; (5) "Inputs--What Went into the PARKS Project?" which includes collaboration information and the incorporation of the National Science Education Standards; (6) "Outcomes--How Were the People Involved Affected by the Project?" which discusses participant students, participating teachers and schools, teams, and National Park Service programming; and (7) "Conclusions and Recommendations--Final Thoughts" which covers collaboration, the National Science Education Standards, stewardship, and transferability. (YDS)

ED 453 065   SE 064 718

Water Foundations Teachers Guide. The Science of Florida's Water Resources: Lesson Plans for Teachers and Students.
PUB DATE- 01
NOTE- 83p.; Presented by Florida Water Services Corporation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Lesson Plans; Pollution; Science Activities; *Water Resources; Water Treatment

regarding photosynthesis had a relatively high personal science teaching efficacy. (Contains 47 references and 7 tables.) (Author/ASK)

ED 453 085   SE 064 946

Dziedzic, Mauricio; Tozzi, Marcos; Traghetta, Dinis; Gomes, Julio; Kruger, Claudio
First Engineering Games at UnicenP.
PUB DATE- 00
NOTE- 6p.; Paper presented at the International Conference on Engineering Education (Taipei, Taiwan, August 14-16, 2000). Figures may not reproduce adequately. Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Educational Games; *Engineering Education; Foreign Countries; Higher Education; Interdisciplinary Approach; *Science Activities

UnicenP's First Engineering Games took place in October of 1999, and consisted of three tasks designed by engineering faculty which involved all courses taught in first year. Teams were made up of students from all four Engineering programs currently offered by the institution. The games occurred over a period of three days and proved a successful effort at introducing multidisciplinary events into the engineering curricula. (Author)

ED 453 086   SE 065 116

Braswell, James S.; Lutkus, Anthony D.; Grigg, Wendy S.; Santapau, Shari L.; Tay-Lim, Brenda; Johnson, Matthew
The Nation's Report Card: Mathematics, 2000.
PUB DATE- 01
NOTE- 364p.; Based on work performed by the Educational Testing Service, National Assessment Governing Board, Westat, and NCS Pearson. Produced in collaboration with Nancy L. Allen, Jay R. Campbell, Scott Davis, John Donoghue, Dave Freund, Catherine Homba, Edward Kulick, Youn-hee Lim, and Tatyana Petrovicheva.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Grade 12; Grade 4; Grade 8; *Mathematics Achievement; *Mathematics Instruction; *National Competency Tests; Standardized Tests; *Student Evaluation; Tables (Data)
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the nation's only ongoing representative sample survey of student achievement in core subject areas. In 2000, NAEP conducted a national mathematics assessment of fourth-, eighth-, and twelfth-grade students. State-level results were also collected at the fourth and eighth grades within participating states and jurisdictions. This report presents the results of the NAEP 2000 mathematics assessment for the nation and the states. Comparisons are made to performance in previous national assessments in 1990, 1992, and 1996 at grades 4, 8, and 12.

eliminating arts programs. This book presents the definitive case, based on what is known about the brain and learning, for making the arts a core part of the basic curriculum and thoughtfully integrating them into every subject. Separate chapters address musical, visual, and kinesthetic arts in ways that reveal their influence on learning. Evidence points to the following effects of a fully implemented arts program: fewer dropouts; higher attendance; better team players; an increased love of learning; greater student dignity; enhanced creativity; a more prepared citizen for the workplace of tomorrow; and greater cultural awareness as a bonus. To answer various questions about the arts--What kind of art makes sense for what purposes? How much time per day? At what ages? Should the arts be required? How can arts programs be assessed?--the book provides dozens of practical, detailed suggestions for incorporating the arts into every classroom. An appendix contains lists of additional resources. Also contains an extensive bibliography. (BT)

ED 453 107 SO 032 739

Cheng, Amy
Hiroshima: Perspectives on the Atomic Bombing.
SPONS. AGENCY- United States-Japan Foundation.; Consulate of Japan, San Francisco, CA.
PUB DATE- 00
NOTE- 151p.; Slides not available from ERIC. Additional funding from the Institute for International Studies, Stanford University, and the Stanford East Asia National Resource Center (HEA Title VI). Contributing authors include Tiffany Hood, Shehime Arshad, Tali Golan, Jen Hutchinson, Carrie Jeffries, June Ubukata, and Patrick Williams.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *Historical Interpretation; *Nuclear Warfare; *Perspective Taking; Secondary Education; Social Studies; *United States History; *World War II
IDENTIFIERS- *Japan (Hiroshima); National History Standards

In this curriculum module students analyze both U.S. and Japanese perspectives of the atomic bombing of Hiroshima. The activities integrate Howard Gardner's work on multiple intelligences. The module is recommended as a supplement to textbook coverage of the war in the Pacific and of the atomic bombing of Hiroshima. It can be used to support both state and national history standards. In the first activity students examine U.S. textbook coverage of the atomic bombing. Thirteen small group and whole class activities follow. Small group activities include "Rewriting a Chapter from an English Language Textbook for Japanese Ninth Graders," "Literary Perspectives," "Medical Perspectives," "American Atomic Bomb Survivors," "Non-Japanese Victims' Perspectives," "Comics," "Hiroshima Poetry," and "Stamps." Whole class activities analyze the legacies of the atomic bombing of Hiroshima and address the following topics: radiation effects on survivors and their descendants, financial compensation, medical treatment, survivors' drawings, and Smithsonian controversy. Handouts and primary sources accompany each activity. Contains a bibliography, a glossary, and 46 slides. (BT)

ED 453 108 SO 032 740

are drawn. Teachers' interview and observational data are analyzed, and evaluations of the Storypath strategy as a "powerful" constructivist tool for planning and teaching elementary social studies are made. Contains 3 figures, 5 tables, 5 notes, and 16 references. Appended are classroom observation data and focus group interview questions. (Author/BT)

ED 453 127 SO 032 772

Brickley, Lori
Diversity and Learning: Ending the Silence--Starting a Gay/Straight Alliance.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *High School Students; High Schools; *Personal Narratives; *Sexual Identity; *Sexual Orientation; Student Needs; *Teacher Student Relationship
IDENTIFIERS- *Gay Straight Alliances; Personal Experiences; *Sexual Attitudes

This paper recounts the personal experiences of a bisexual high school teacher and a mother when she participated, with her students and her colleagues, in a camp organized by the National Council for Community and Justice and designed to make participants examine their ideas about homosexuality. The paper reports on the teacher's unsuccessful efforts to start a support group for gay, lesbian, bisexual, and questioning students on her high school campus. The teacher and other interested individuals put together a diversity workshop during a professional growth day, and, as a result the support group became a reality, the Gay/Straight Alliance was born. The paper concludes by describing some of the Alliance's activities at the high school. (BT)

ED 453 128 SO 032 773

Feldman, Jay
The Moral Behavior of Children and Adolescents at a Democratic School.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Communities; *Educational Environment; Educational Research; Ethnography; *Moral Development; Nongraded Instructional Grouping; *Nontraditional Education; *School Culture; *Student Behavior
IDENTIFIERS- Grounded Theory; Kohlberg (Lawrence); *Moral Behavior; Moral Reasoning

Lawrence Kohlberg believed children needed to be in an environment that allowed for open and public discussion of day-to-day conflicts and problems to develop their moral reasoning art projects. Students' time-off-task slightly improved due to the intervention. (Contains 7 figures and 22 references. Appendices contain various student and teacher surveys, teacher observation checklist, rubrics for 5 projects, and researcher's daily log.) (Author/BT)

ED 453 146   SO 032 810

Michael, John A., Ed.
The National Art Education Association: Our History--Celebrating 50 Years, 1947-1997.
PUB DATE- 97
NOTE- 270p.; A Project of the National Art Education Association Distinguished Fellows.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *National Organizations; *Professional Associations; Professional Recognition
IDENTIFIERS- *National Art Education Association; *Organizational History; Professional Concerns

It is important to maintain a history and archival record of the art education professional associations, state and national. Those who have gone before should be honored, since they struggled to build the National Art Education Association into the largest association of its kind in the world. And a history of its professional development, and in a way of art education itself, helps prepare for the challenges of the future. Following an introduction by the editor, chapters are: (1) "The Emergence of the Regionals and the NEA Art Departments: The National Art Education Association Is Born" (John A. Michael); (2) "The Development of the NAEA Constitution" (Ivan E. Johnson); (3) "A National Association: Our Growth, Organizational Development, and Special Projects" (Charles M. Dorn); (4) "Membership and Affiliate Groups" (Charles A. Qualley); (5) "Professional Conferences for Art Educators: A Pilgrimage to Excellence" (Susan M. Shoaff-Ballanger; Jack Davis); (6) "Ideas with Philosophic Impact of Art Education from the 1930s to 1997" (Marylou Kuhn); (7) "People of Color, Their Changing Role in the NAEA" (Eugene Grigsby, Jr.); and (8) "NAEA Recognition Awards" (John A. Michael). Appended are additional information resources. (BT)

ED 453 147   SO 032 811

Cole, Howard
Gender and Computer Use at a Rural Island School.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Computers; Educational Research; Foreign Countries; *Gender Issues; Rural Education; Secondary Education; *Sex Differences; Student Participation
IDENTIFIERS- Northern Mariana Islands

The differences between computer use and gender were investigated at a rural island junior/senior high school with a majority of Pacific Island students. The school is located on the island of Tinian in the Commonwealth of the Northern Mariana Islands. During a 9-week period, students recorded the amount of time and what they were using the computer for on sign-in sheets. Four computers located in the resource center, in the

Educational Research Association (Seattle, WA, April 10-14, 2001). Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Grading; Higher Education; Preservice Teacher Education; *Reliability; *Student Evaluation; *Student Teacher Attitudes; Student Teachers; Teacher Educators; *Validity

This study investigated preservice, inservice, and college teachers' reasons for making assessment and grading decisions. A survey examined their perspectives about a case study that presented a grading dilemma in which a teacher, "Sarah", assigned grades based on criteria that were potentially invalid and unreliable. Participants analyzed the case and provided solutions and a rationale for their decisions. The dilemma was that Sarah had given the most knowledgeable student in her math class, "James", a grade of B because he never turned in homework. James' parents wanted Sarah to change James' grade to an A to reflect his mathematics knowledge. Participants discussed: whether Sarah should change James' grade, what grade James deserved, and what they believed was the purpose of homework and grades. Most respondents believed James' grade should not be changed because of the teacher's homework requirement. Results highlight the need to help teachers make good grading decisions based on fundamental measurement principles. In situations in which a teacher must summarize and communicate a student's classroom progress in an academic subject through one grade, there must be consensus that the grade represents the most accurate statement of the student's academic achievement, and only academic achievement. (Contains 57 references and 4 figures.) (SM)

ED 453 168   SP 039 965

Rippe, Kenneth
Anecdotal Responses Collected through Interviews with Selected Mentees in the Educational Administration Program.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Educational Administration; Higher Education; *Mentors; Program Effectiveness; Student Attitudes
IDENTIFIERS- University of Nebraska Omaha

This paper reports the results of interviews with selected candidates in the educational administration program at the University of Nebraska, Omaha. The interviews, which were designed to investigate the benefits of a resource mentoring program, examined how respondents' relationships with their administrators had changed as a result of participating in the resource mentoring program; how often they met with their mentors; projects they worked on with their mentors; and how working with a resource mentor enhanced their educational administration program. Overall, respondents considered the program highly valuable, providing them with real-life experience in their chosen field, and they hoped it would continue. They supported the expansion of mentoring activities.

(141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; Creativity; Educational Research; Higher Education; *Portfolios (Background Materials); *Self Evaluation (Individuals); Teacher Collaboration; Teacher Improvement; Teacher Researchers

IDENTIFIERS- Reflective Thinking

This paper describes a self-study research collaborative involving college faculty members. It began when members of a dissertation writing group decided to continue working together, focusing on self-study as a way of teaching and learning. In 1999, the group experimented with using teaching portfolios in their graduate education classes to engage students in self-study. While this process was fraught with tension and anxiety, students constructed creative teaching portfolios over one semester that allowed them to examine dissonances in their teaching practice. The project involved using teaching portfolios to scaffold self-study, then re-analyzing the issue of self-study and its impact on teacher development over time. The participants learned that small shifts of awareness, made visible through the self-study process, changed their sense of self as teachers, and those shifts had significant but subtle impacts on how they taught. Participants had shifting awareness of: what it means to own creativity, their own anxiety, process-centered learning, owning one's self in the classroom, and how collaboration empowers personal voice. The participants conclude that self-study is a methodology for invigorating and improving teaching practice; an emergent process that supports creative exploration and expression. (SM)

ED 453 188 SP 039 989

Male, Trevor

The Professional Induction of Headteachers in England: Findings from the IBPS Project.

PUB DATE- 01

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; Administrator Qualifications; *Beginning Principals; Elementary Secondary Education; Foreign Countries; *School Administration

IDENTIFIERS- Administrator Competencies; England; *Head Teachers

This paper describes a study in which questionnaires were mailed to 50 British beginning headteachers to examine professional induction, highlighting the means by which respondents journeyed from teacher to principal. The survey focused on how the process of professional development evolved; the extent to which a headteacher, given some external constraints, could autonomously develop a local policy; how beginning headteachers could influence the existing school and the development of individual teachers; and what encourages and discourages people from aspiring to headship. Data from 27 respondents indicated that the most common prior experiences which helped respondents adapt to their new roles were: support of the previous headteacher in providing development opportunities as a deputy headteacher; time as an acting headteacher; and the National Professional Qualification for Headship preservice certification process. The most urgent problems immediately innovations is discussed, along with use of videotape recordings to communicate these design specifications. (Contains 48 references.)(SM)

ED 453 208 SP 040 009

Sudzina, Mary R.
"Psyching Out" the "Praxis II Tests of Learning and Teaching": What Our Students Need To Know.
PUB DATE- 01
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Psychology; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; Preservice Teacher Education; *Teacher Certification; Teacher Competencies
IDENTIFIERS- *Praxis Series; Teacher Knowledge

The introduction of the "Praxis" tests to certify preservice teachers has added to the controversy over what content should be taught in educational psychology classes. "Praxis II" tests are essentially exit examinations, usually taken between the junior and senior year to ensure that students know their specialty content areas and/or appropriate pedagogy for teaching before becoming certified. "Praxis II" tests of "Principles of Learning and Teaching" (ETS, 1999) encompass the content that students are expected to know in areas that have traditionally been educational psychology. Tests are geared toward specific age groups. Topics cover four broad categories (organizing content knowledge for student learning; creating an environment for student learning; teaching for student learning; and teacher professionalism). These assessments use a case study approach to measure students' general pedagogical knowledge. The author suggests that the "Principles of Learning and Teaching: Grades 7-12 "may be very difficult for typical undergraduates due to lack of experience. She notes that it is important to share with student teachers what kinds of information are emphasized on the test. She also recommends that students be exposed to the case study method before taking the test. (Contains 13 references.) (SM)

ED 453 209 SP 040 010

Beauboeuf-Lafontant, Tamara M.
Going beneath the Surface: A Discourse-to-Voice-Centered Analysis of Teaching Philosophies.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Theory; Data Analysis; Elementary Secondary Education; Females; Higher Education; Preservice Teacher Education; Women Faculty
IDENTIFIERS- *Discourse Based Teaching; Voice (Rhetoric)

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Response Theory; Pretests Posttests; Sample Size; *Test Items; Test Theory
IDENTIFIERS- Calibration; One Parameter Model; *Standardization; *Three Parameter Model

The requirement of large sample sizes for calibrating items based on item response theory (IRT) models is not easily met in many practical pretesting situations. Although classical item statistics could be estimated with much smaller samples, the values may not be comparable across different groups of examinees. This study extended the authors' AERA 2000 by further exploring the standardization method and comparing its effectiveness with the one-parameter (1PL) and three-parameter (3PL) logist IRT models in adjusting pretest item statistics with small sample sizes, using more realistic data than the previous study. Based on the realistic data generated from a 50-dimensional multidimensional IRT model, the 3PL model performed better than the 1PL or standardization method in recovering both the population p-values and point biserial correlations. The standardization method outperformed the 1PL model in recovering the population point biserial, correlations but not in recovering the population p-values. The performance of the methods was also evaluated using the real pretest data of a high-stakes test. In terms of recovering the p-values and point biserial correlations for the real data, the 1PL model produced the most satisfactory results. The 3PL model performed worst in terms of recovering the p-values for the real data, and the standardization method performed worst in recovering the point biserial correlations for the real data. Due to the very limited number of conditions studied, one must be cautious about making conclusions about the standardization method relative to IRT methods based on these studies. The standardization method appears to be a viable alternative to IRT methods that may be simpler to implement, although these results do not suggest that it will produce more accurate results. (Contains 8 tables and 13 references.) (Author/SLD)

ED 453 228 TM 032 579

Chang, Shun-Wen; Twu, Bor-Yaun
Effects of Changes in the Examinees' Ability Distribution on the Exposure Control Methods in CAT.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Selection; Simulation; Statistical Distributions; *Test Items
IDENTIFIERS- *Item Exposure (Tests); *Test Security

To satisfy the security requirements of computerized adaptive tests (CATs), efforts have been made to control the exposure rates of optimal items directly by incorporating statistical methods into the item selection procedure. Since differences are likely to occur between the exposure control parameter derivation stage and the operational CAT administrations, the exposure control methods may not fully accomplish the goal of controlling item exposure. This study explored the effects of the distribution changes on the performance of the Sympson and Hetter (SH) (J. Sympson and R. Hetter, 1985) and the Davey and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Error of Measurement; *Reliability; *Scores
IDENTIFIERS- *Alpha Coefficient; *Homogeneity Tests; Monitoring

This paper suggests that although data from a homogenous sample might yield less reliable scores than did an inducted sample, these data should not be discarded until further examination of the data is conducted. The paper presents two statistics for monitoring data homogeneity and one statistic for correcting alpha when homogeneity is large. The first of the statistics for monitoring sample homogeneity is computed as the difference in mean item variances, expressed as a percentage. The second monitoring statistic is termed the "relative squared standard error of estimate index" (J. Roberts and A. Ongwuegbuzie, 2000). The new statistic for correcting alpha is developed for the situation in which the homogeneity is large and access to a previously normed sample is not available. The use of all three techniques is illustrated. (Contains 3 tables and 12 references.) (SLD)

ED 453 249 TM 032 786

Echevarria, Marissa
The Influence of Anomalies on Knowledge Construction and Scientific Reasoning during Inquiry.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). This paper is based on a doctoral dissertation submitted to the State University of New York at Albany.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Genetics; *Junior High School Students; Junior High Schools; *Knowledge Representation; *Scientific Concepts; *Thinking Skills

The knowledge construction and scientific reasoning of two classes of seventh grade students (22 to 24 students in each class) were examined during a 3-week inquiry unit in genetics, in which anomalies were used as a catalyst for conceptual change. During the unit, students used genetics simulation software to mate fruit flies that varied on a single trait (e.g., eye color) to produce offspring. Inherent in the data that students were investigating were two anomalous inheritance patterns. Based on pretest/posttest analyses, students significantly improved overall in their ability to explain the anomalous inheritance patterns. However, the improvement was not symmetric. Approximately 80% of students were able to explain the more frequently occurring anomalous pattern relative to only 53% who were able to explain the less frequently occurring pattern. Examination of student hypotheses and testing patterns indicated that students were sensitive to the relative difference in anomalous outcomes during their investigations. They were more likely to propose hypotheses for the more frequently occurring anomaly and also more likely to run the test that could produce that outcome. In contrast, they were least likely to run the test that produced no anomalous outcomes, and slightly more likely to conduct the test for the less frequently occurring anomaly. It was concluded that the percentage of anomalous outcomes influenced the extent to which students proposed hypotheses, ran tests, and constructed

This study, part of the "Study of Instructional Improvement," assessed the validity of quantitative measures of reading comprehension instruction derived from a language arts instructional log. The log was designed to measure the language arts instructional experiences individual students received over time, and measures from the log were to be used as independent variables in statistical models of student achievement growth. Data are from two nested studies. In the first study, 91 teachers completed language arts instructional logs every school day for a 3-month period. In a subsidiary study, a subset of 31 of these teachers were observed by 2 researchers on 1 day of instruction during the 3 months. This study yielded 3 independent ratings (teacher and 2 observers) of 23 reading comprehension lessons. Measures of reading comprehension instruction were constructed from the first study's data set using factor analysis, and then proxy measures of reading comprehension instruction were created from the observations from the second study. Initial assessments of the validity of the reading comprehension measure were made using two indicators that gauged inter-rater agreement in the second study. The validity of the measures was further studied by evaluating qualitative evidence form the observations. The factor analyses of the data from the first study provide fairly traditional quantitative evidence of the construct validity of the measures. The measures of inter-rater agreement go beyond to give a general indication of the degree to which there was shared understanding of what occurred during the classroom observations. The three analyses yielded markedly different pictures of the validity of the reading comprehension instruction measures, including the fact that teachers generally reported much higher levels of reading comprehension activity than observers, and that raters marked different items about one quarter of the time. Appendixes contain the Language Arts Log and a glossary for the log. (SLD)

ED 453 269 TM 032 806

Du, Yi; Fuglesten, Larry
Beyond Achievement, Student/Staff/Parent Surveys Used for Edina District School Profiles and Accountability System.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; *Profiles; School Districts; *Surveys
IDENTIFIERS- *Edina Public Schools MN; Educational Indicators

This paper describes the Edina School District Profiles, which are composed of multiple indicators from survey data, assessment data, and school demographics. This paper focuses on student/staff/parent surveys and shows how these surveys were developed to represent student, staff, and parent satisfaction levels, needs, perceptions, and opinions on instruction, learning climates, technology integration, parent involvement, and other topics. The report also describes how these survey results were presented and visualized in a clear and useful way in school profiles so that audiences are able to understand and use them, and it explains how schools use school profiles to responses, into which were embedded manufactured student response scenarios that were designed to induce halo error. The results indicate that the director-trained raters were more accurate than the self-trained raters on low-scoring responses, but there were no significant differences between the groups in rater halo error. A followup study was conducted using a third group of raters who were not trained and were instructed to rate the papers according to perceived quality. The results of the analysis indicated a significant difference between this group and the director-trained group in rater halo error. (Contains 2 figures, 9 tables, and 15 references.) (Author/SLD)

ED 453 289   TM 032 828

Snyder, Patricia
Treatment of Effect Indices in Journal Editorial Policies: An Editor's Perspective.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Editors; *Effect Size; *Research Reports; *Scholarly Journals
IDENTIFIERS- *Editorial Policy

This paper reviews the education and experiences that led one journal editor to support the reporting and interpretation of magnitude-of-effect (ME) indices in substantive research. The paper reviews the controversies associated with the use of ME indices as result interpretation aids and describes the influences of these controversies on journal editorial policies. The role of the editor in ensuring good scientific reporting practices is discussed, and the movements in publication manuals and editorial policies toward routine reporting and interpretation of ME indices are highlighted. Strengths and cautions associated with the routine use of ME indices are reviewed. An appendix lists journals that have adopted ME index requirements. (Contains 46 references.) (Author/SLD)

ED 453 290   TM 032 829

Cicmanec, Karen Mauck; Johanson, George; Howley, Aimee
High School Mathematics Teachers: Grading Practice and Pupil Control Ideology.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Research supported by the Assessment Training Institute and the Ohio University School of Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Class Size; *Educational Environment; *Grading; High Schools; *Mathematics Teachers; Regression (Statistics); School Size; *Secondary School Teachers
IDENTIFIERS- Ohio; *Pupil Control Ideology

Survey data gathered from 230 respondents from a random sample of

DESCRIPTORS- *Academic Achievement; *Catholic Schools; Elementary Education; Minority Groups; Poverty; Private Schools; Public Schools; Scores; Standardized Tests; State Standards; Urban Schools

IDENTIFIERS- New York City Board of Education; *New York (New York)

This report examines the academic performance of New York City's Catholic elementary schools compared with the city's public schools. Catholic elementary schools enroll 98,000 children in New York City, approximately 14 percent of public school enrollment. The report uses data from the State of New York's fourth and eighth grade tests in English language arts and mathematics. All public schools administer these exams, and private schools do so on a voluntary basis. Data analysis indicates that Catholic schools in New York City are bringing their students to higher levels of achievement than are public schools, regardless of the number of poor and minority students. The higher achievement of Catholic schools is much more pronounced in grade 8 than in grade 4. In English language arts, there is a 17-point difference between Catholic school and public school eighth graders and a 20 point difference in mathematics. Catholic schools come closer to breaking the link between race, family income, and student achievement than do public schools. Catholic schools are more successful at maintaining a basic level of achievement than are public schools. The performance of poor and minority students in the Catholic schools demonstrates the educability of the city's youngsters. The most significant difference between public and Catholic schools in New York City is evidenced in the percentage of students who fall into the lowest performing category. Despite the performance advantage of Catholic schools, compared with public schools, the pass rate on state tests are not high enough in the Catholic system, with math scores in eighth grade particularly low. (SM)

ED 453 310   UD 034 176

Olsen, Darcy Ann; Lips, Carrie; Lips, Dan

Fiscal Analysis of a $500 Federal Education Tax Credit To Help Millions, Save Billions. Policy Analysis No. 398.

PUB DATE- 01

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Federal Government; Low Income Groups; Private Schools; Scholarships; *School Choice; State Government; *Tax Credits

IDENTIFIERS- *Income Taxes

This analysis discusses a proposed education tax credit that includes: a parental choice credit, where parents receive dollar-for-dollar reduction in income tax liability up to $500 per child for tuition costs, and a scholarship credit, which raises funds for low-income children by allowing dollar-for-dollar reduction in income taxes up to $500 for donations to a nonprofit scholarship. This analysis assumes that every dollar spent on the tax credit results in a revenue loss to the federal government totaling $9.2 billion. At the state level, the tax credit would create tremendous savings. By reducing private school costs, the credit would encourage parents to transfer their children into private schools, meaning that state governments would have fewer pupils to educate and could

Larson, Colleen L.; Ovando, Carlos J.
The Color of Bureaucracy: The Politics of Equity in Multicultural School Communities.
PUB DATE- 01
NOTE- 230p.; Foreword by Mary Haywood Metz. Published by Wadsworth/Thomson Learning.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; *Equal Education; *Minority Groups; *Multicultural Education; *Politics of Education; Poverty; Racial Bias; Racial Differences; Sex Bias; Stereotypes
IDENTIFIERS- Social Justice

This book is for administrators, teachers, policymakers, educational reformers, and community leaders who are concerned with achieving greater social justice in education. It provides an in-depth understanding of the challenges to schools brought about by lingering views of race, gender, ethnicity, and class, showing how the inequalities of the country's past are unconsciously maintained through inherited systems of bureaucratic control. Without conscious intent to discriminate, many teachers and administrators act on assumptions about race and ethnicity in ways that put students of color at disadvantage. It uses a case study of one school system as a springboard for discussion. The six chapters are: (1) "Introduction: Institutional Inequality in Multicultural School Communities"; (2) "School Communities: Real and Imagined"; (3) "Racial Conflict in a Divided Community: An Illustrative Case Study of Sociopolitical Conflict"; (4) "Color-Blind Institutionalism and the Logic of Rational Distrust"; (5) "The Roots of Institutionalized Inequality"; and (6) "The Logic of Collective Sensemaking." Two appendixes present a case study of Jefferson Heights (methodological framework) and a discussion of deconstructing prejudice through videos. (Chapters contain references.) (SM)

ED 453 330   UD 034 205

Ku, Leighton; Freilich, Alyse
Caring for Immigrants: Health Care Safety Nets in Los Angeles, New York, Miami, and Houston.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.; Health Care Financing Administration (DHHS), Washington, DC.; Administration for Children and Families (DHHS), Washington, DC.; Food and Nutrition Service (USDA), Washington, DC.; Economic Research Service (USDA), Washington, DC.; Immigration and Naturalization Service (Dept. of Justice), Washington, DC.
PUB DATE- 01
NOTE- 36p.; Supported by the Kaiser Commission on Medicaid and the Uninsured.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Health; Federal Legislation; *Health Insurance; *Health Services; Hospitals; *Immigrants; *Immigration; Local Government; Low Income Groups; Public Policy; Urban Areas
IDENTIFIERS- California (Los Angeles); Childrens Health Insurance Program; Florida (Miami); Medicaid; New York (New York); State Policy; Texas (Houston); *Welfare Reform

change are discussed, including new roles for teachers, changes in primary education, new roles for schools, centralization of curriculum ,and instructional development and academic tutoring. How change will happen is described, and the following things that the government can do to facilitate needed changes in the education system are described: take a more active role; support development of courses; invest in supporting technologies; and experiment with new approaches to schooling. (MES)

ED 452 845   IR 020 687

Bass, Randy; Rosenzweig, Roy
Rewiring the History and Social Studies Classroom: Needs, Frameworks, Dangers, and Proposals.
PUB DATE- 99
NOTE- 17p.; In: Forum on Technology in Education: Envisioning the Future. Proceedings (Washington, D.C., December 1-2, 1999); see IR 020 683.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Computer Uses in Education; Critical Thinking; *Educational Technology; Elementary Secondary Education; Faculty Development; *History Instruction; Instructional Development; Postsecondary Education; *Social Studies; Teacher Education
IDENTIFIERS- Technology Implementation; *Technology Utilization

This paper discusses the implementation of technology in social studies education. The first section addresses reasons why technology is used in social studies education, including the goal of making the social studies classroom a site of active learning and critical thinking. The second section describes three frameworks for using technology to promote active learning, i.e., inquiry-based learning, bridging reading and writing through online interaction, and making student work public in new media formats. The third section considers things to avoid, including educational software that promotes passivity, school systems' failure to provide professional development for using new technology, and the danger of viewing technology as an end in itself rather than a means to achieving better student learning. The fourth section offers the following recommendations: (1) a renewed national commitment to insuring that the benefits of new technology be shared equally; (2) a revised assessment to accurately measure learning in the new media environment; (3) more tools and supports that will enable teachers to use electronic resources actively and critically; (4) robust professional development programs that will allow teachers to retool for the electronic future; (5) efforts focused on preservice education as well as inservice; and (6) acknowledgment that this country is still at the starting point of the selective appropriation of new technology and that we need serious classroom research into what works is needed. (Contains 30 references.) (MES)

ED 452 846   IR 020 688

Rakow, Steven J.
Forum on Technology in K-12 Education: Envisioning a New Future Science.

commercial enterprise; the differences between cooperation, coordination, and collaboration; and the possibility for higher education to effectively partner with other not-for-profit and for-profit ventures. (Contains 20 references.) (MES)

ED 452 866 IR 058 125

Kahlert, Maureen
Lifelong Learning--A Public Library Perspective.
PUB DATE- 00
NOTE- 13p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Library Services; *Lifelong Learning; National Surveys; Older Adults; *Public Libraries; Users (Information)
IDENTIFIERS- Australia

This paper presents a public library perspective on lifelong learning. The first section discusses the lifelong learning challenge, including the aims of the Australian National Marketing Strategy for Skills and Lifelong Learning, and findings of a national survey related to the value of and barriers to learning. The second section addresses the issue of the public library as a lifelong learning institution, including the diversity of clientele, and Derbyshire (Australia) Learning and Technology Access services. The third section presents a lifelong learning project, titled "Lifelong Learning--The Key to Knowledge," that was organized by the City of Swan Public Libraries (Australia) for the International Year of Older Persons, including: anticipated outcomes; lecture series topics; and program evaluation, covering demographics, value of the program, awareness of aging and seniors, overall evaluation of the program, and effectiveness of promotional material and advertising. A program of events is appended. (MES)

ED 452 867 IR 058 126

Kallenberger, Nikki
Taking the Initiative: Ensuring an Educational Role for Libraries in the Information Society Stream. Education and Information Literacy.
PUB DATE- 00
NOTE- 11p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Experiential Learning; Foreign Countries; High School Equivalency Programs; Higher Education; *Information Literacy; *Information Skills; Library Instruction; *Library Role; *Library Services; Research Skills; Secondary Education; *State Libraries; User Needs (Information)
IDENTIFIERS- Australia (New South Wales); Learning Environments

This paper comprises four case studies that illustrate the State Library of New South Wales' (Australia) commitment to learning. The first section describes a shared learning environment for in part, by grants from a local foundation and also a local hospital auxiliary group. During the second phase of this program, a faculty development series was implemented. Various workshops were presented, including teaching methods and styles, retention and academic advising, and working with learning disabled students. The final phase was the development and implementation of the Remedial Education Addressing Collegiate Hurdles (REACH) Program, which provides classes in basic reading, writing, and mathematics. Another component of REACH is a faculty-guided mentoring program. According to this report, prior to implementing the PASS Program, the college's retention rate had dropped to 82 percent. It is now 89 percent. (JA)

ED 452 887 JC 010 315

King, Heidi; Octavio, Karla Frizler; Vigallon, Scott
Why Every College Needs an Instructional Designer To Support Faculty Innovation.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 00
NOTE- 7p.; Paper based on a presentation at the League for Innovation in the Community College Conference on Information Technology (Anaheim, CA, November 15-18, 2000). Part of the ONE grant project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Curriculum Development; Educational Improvement; *Educational Technology; *Instructional Design; Instructional Innovation; Student Needs; Two Year Colleges
IDENTIFIERS- *De Anza College CA

This paper describes the role of a college instructional designer (ID), asserting that every college needs one. The field of instructional design has become especially important since the introduction of technology into the educational system. These individuals are knowledgeable about using technology to enhance teaching and learning. IDs help faculty meet the needs of students by suggesting the use of the most effective tools, resources, and strategies available. Colleges would do well to employ IDs for two important reasons: faculty need ongoing support to understand the growing realm of teaching methods and strategies, and students need to have a well-equipped teacher who can teach in the information age. The California Community College Academic Senate recommends the inclusion of IDs in the educational staff to help faculty create new courses or adapt old ones. IDs can suggest teaching strategies and techniques that faculty may not be aware of, can make recommendations on how to deliver course materials, activities or lessons, and can assist faculty with the actual development of their teaching materials. They can also bring their technologies of choice into the classroom and evaluate the effectiveness of a lesson or activity. This document concludes with information on how to create an ID position and use it as part of a team approach. (CJW)

ED 452 888 JC 010 316

Forman, Susan L.; Steen, Lynn Arthur
Why Math? Applications in Science, Engineering, and Technological

county. The Finance section discusses comparison of revenue by source and expenditure program, county tax support, students fees and charges per semester, expenditures by function and object, auxiliary enterprises concerning revenues and expenditures, and expenditure per FTE by function. Under the Other section, degrees awarded for 1999-2000, academic faculty salary schedule, and learning resources survey for 1999-2000 is examined. Highlights include: (1) total credit headcount for fall 1999 was 53,669; (2) total non-credit headcount for fall 1999 was 72,738; (3) Itawamba district had the largest headcount, at 28,090, followed by Hinds district at 18,423; (4) total minority credit headcount was 17,799 black students, 301 Hispanic, 290 Asian, and 285 American Indian; (5) total expenditures for fiscal year 2000 was $334,304,715; (6) total degrees awarded for 1999-2000 were 7,684--3,742 of which were A.A. degrees, 2,642 A.A.S. degrees, and 1,300 certificates; and (7) average salary range for a faculty member with a master's degree only was $31,885 to 48,489. (CJW)

ED 452 908 JC 010 354

Conklin, Karen A.
Educational Goal Attainment: A One-Year Follow-Up Study of Nonreturning JCCC Students.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Community Colleges; Followup Studies; Graduate Surveys; Institutional Evaluation; Outcomes of Education; Participant Satisfaction; Student Attitudes; *Student Educational Objectives; Student Surveys; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

Each year since 1989, Johnson County Community College (JCCC) (Kansas) has conducted studies on student leavers-- students who have left the community college without graduating, who transferred to other institutions, or who have gained skills through career programs. The most recent study was conducted through mailings to students, of which 699 were returned (16%). Major findings show that 56% of students enrolled at JCCC for job-related reasons, 27% enrolled to transfer to another institution, and 14% enrolled to study topics of interest. Over 70% of students stated that JCCC attendance helped with critical thinking and problem-solving skills, as well as self-confidence. Many students also commented on an improvement in oral and written communication skills. Nine out of ten students said that they would attend JCCC again, and overall satisfaction rates were high. Forty-six percent of students left JCCC because they completed the necessary coursework required of them. Other reasons for leaving were financial difficulty, personal problems, or moving out of the area. Thirty-five percent of respondents had already earned a postsecondary degree, and more than 95% of JCCC students reported grades of a C or above. Appendices contain tables and charts presenting the detailed findings, and the survey instrument and cover letters. (CJW)

ED 452 909 JC 010 355

Conklin, Karen A.
Brown & Gold Club Member Survey: What Senior Adults Want.

Austin Community College Comprehensive Master Plan, 2000-2001.
PUB DATE- 00
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *College Planning; Community Colleges; *Educational Planning; Institutional Evaluation; School Effectiveness; Strategic Planning; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

This document describes Austin Community College's (Texas) educational academic plans, facilities plans, and financial implementation plans for 2000-2001. Plan goals and priorities include: (1) enhancing scheduling efficiency while responding to unmet student demand and community needs, and increasing enrollments by 3-5%; (2) opening two additional evening centers at area high schools to respond to high-demand courses; (3) improving scheduling efficiency and adding high-demand sections where appropriate; (4) strengthening instructional quality and curriculum by increasing the number of full-time faculty; (5) hiring 38 new full-time faculty by fall 2000; (6) hiring additional 20 full-time faculty in fall 2001 and 2002; (7) continuing to implement the new Student Services model to increase student retention; (8) tracking at-risk students; (9) developing a degree audit and graduation check system; (10) developing Web-based applications, including advising, registration, and transcript requests; (11) expanding outreach and marketing efforts to minority communities; (12) refinancing the college's bonded indebtedness to allow for additional facilities expansion; (13) evaluating through demographic and market analyses the feasibility of future campuses; (14) assuming significant expansions in revenue from Continuing Education; and (15) raising in-district tuition by at least one dollar beginning with the fall 2000 term. Appendices not included. (JA)

ED 452 930   JC 010 378

Community College of Philadelphia Institutional Effectiveness, 2000: A College Report Card. IR Report #119.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Community Colleges; Educational Quality; *Institutional Evaluation; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Community College of Philadelphia PA; *Performance Indicators

This document discusses the institutional self-evaluation process at the Community College of Philadelphia (CCP), examining the college-wide performance indicators that measured CCP's effectiveness. Five broad areas of institutional effectiveness are covered in this report: workforce development; transfer preparation; student persistence, goal attainment, and assessment of collegiate experience; community outreach; and cost efficiency, resource usage, and resource development. Evaluation highlights include: (1) nearly 72% of 1999 career program graduates were working in jobs that were related to

Supplemental Nutrition Program for Women, Infants and Children (WIC); and (7) The Emergency Food Assistance Program. National and state profiles are presented detailing participation in each of the above programs as well as information on demographics, poverty, unemployment, and financial benefits for needy families. Additional data tables include information on food stamp program participation from 1995 to 2000 and state food stamp agency expenditure of federal employment and training funds. The data indicate increased participation in most of the programs examined since 1996. (KB)

ED 452 950 PS 029 356

Tudge, J.; Tammeveski, P.; Meltsas, M.; Kulakova, N.; Snezhkova, I.
The Effects of Young Children's Everyday Activities: A Longitudinal Study in the United States, Russia, and Estonia.
PUB DATE- 01
NOTE- 14p.; Expanded version of a poster presentation at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-21, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activities; Class Activities; Comparative Analysis; Context Effect; Foreign Countries; Interpersonal Relationship; Learning Activities; Longitudinal Studies; *Parent Attitudes; Parent Influence; Parents; Play; *Preschool Children; *Social Differences; Socioeconomic Status; Values
IDENTIFIERS- *Daily Activities; Ecological Perspective; Estonia; Russia; United States

Noting that it is by studying children's regular activities and their roles and interpersonal relationships that we come to understand how children develop as members of their cultural groups, this study examined children growing up in urban settings in a variety of societies. The study used an ecological perspective largely based on Bronfenbrenner's framework. Participating in the study were 130 children, ages 28 to 45 months at Time 1, and their parents living in medium sized cities; this paper focuses on findings from 62 children from the United States, Russia, and Estonia. Data were collected by means of parent interviews and questionnaires, and from observations of children for 20 hours over the course of a week. Activities of interest included lessons, work, play, exploration, entertainment, and conversation. Findings indicated that middle-class parents in all three countries were more likely to value self-direction for their children and were more interested in freedom for their children than were working-class parents, who were more interested in controlling and disciplining their children. There was considerable similarity across cultures in the activities in which children were engaged. Children all spent the majority of their time in play, with lessons, work, and conversation occupying much less time. Children in middle-class U.S. and Estonian homes were more likely than their working-class counterparts to be involved in activities possibly related to subsequent academic competence, such as academic or skill/nature lessons, play with academic objects, and conversation with adults. In Estonia and Russia, middle-class children were viewed by their teachers and parents as more competent academically than were children from working-class families. There were also cultural and social class variations in the relationship of preschool children's activities to teacher perceptions of competence at the end of

Students; Fine Arts; Foreign Countries; *Grade 5; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 5 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 5 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Language Arts in Language Programs (Immersion and Bilingual)"; (5) "Mathematics"; (6) "Science"; (7) "Social Studies"; (8) "Information and Communication Technology"; (9) "Physical Education"; (10) "Health"; (11) "Fine Arts"; and (12) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 969   PS 029 452

Curriculum Handbook for Parents, 2000-2001: Catholic School Version, Grade 6.
PUB DATE- 00
NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 Catholic school series, see ED 421 293-404. For the 2000-2001 Catholic school series, see PS 029 446-456.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 6; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 6 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 6 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Language Arts in Language Programs (Immersion and Bilingual)"; (5) "Mathematics"; (6) "Science"; (7) "Social Studies"; (8) "Information and Communication Technology"; (9) "Physical Education"; (10) "Health"; (11) "Fine Arts"; and (12) "Language Programs and Courses Other than English." Each divorces involving children, children in out-of-home care); (2) economic conditions (including wages, per capita income, and child care costs); (3) health (including infant mortality rate, low birthweight rate, immunizations, deaths from medical conditions, and suicide mortality); (4) education (including percentage of fourth and seventh graders meeting adequate standards on statewide tests of reading, math, writing, and listening); and (5) safety and security (including child abuse and neglect, homicides, and juvenile arrests). Successes highlighted in the report include the recent decline in teen pregnancy, improvements in wages and employment, decline in infant mortality, establishment of universal K-12 public education, and the reduction in deaths from unintentional injuries. Challenges highlighted include rekindling community concern and caring for children, reducing income disparities, helping children learn and adhere to health behaviors, ensuring that all children have the educational tools to succeed, and curbing the epidemic of violence. Part 2 of the report presents statewide trends and county information on key indicators. The report concludes with information on data sources. Appended are tables detailing the number of children in each Washington county in 1980 and 1998 as well as a statewide breakdown by age, sex, and race. (KB)

ED 452 987   PS 029 483

Brown-Lyons, Melanie; Robertson, Anne; Layzer, Jean
Kith and Kin--Informal Child Care: Highlights from Recent
  Research.
PUB DATE- 01
NOTE- 99p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Abstracts; Caregiver Child Relationship; *Child
  Caregivers; *Day Care; Early Childhood Education; Family Day
  Care; *Family (Sociological Unit); Infant Care; Parent
  Background; Parent Caregiver Relationship; Trend Analysis;
  *Young Children
IDENTIFIERS- Caregiver Qualifications; Day Care Quality

Although informal care provided by relatives, friends, and neighbors is the oldest and most widespread form of child care, it received little attention from researchers or policymakers until the late 1980s. This report summarizes what available research says about informal child care and identifies significant gaps in knowledge. Information was obtained through published articles and reviews, research reports, and other literature. The report focuses on trends in the use of informal child care, characteristics of families using informal care, reasons for informal care use, costs of informal child care, descriptions of informal child care providers and their experiences, and the experiences of children and parents using informal child care. The report concludes by noting that a good deal is known about some aspects of informal child care providers, including the portion of the child care market they represent, the types of families using them and why, caregiver characteristics, and their reasons for providing child care. Fragmentary information is available on the relationships among providers and the parents and children they serve, the quality of the child care experience, and the kinds of help and information these providers might want and need. It seems likely that researchers will be unable to achieve a much more precise understanding of the issues involved, primarily because these child care providers are largely hidden and not anxious keeping village schools open, regardless of size; and reviewing and revising content standards to insure they address the needs of all Alaska students and communities. Second, developing a rural teacher preparation action plan for HEA, Title II funds includes designating the regional Native Educators Associations as key players in shaping rural teacher education initiatives, increasing the number of Alaska Native teachers and administrators in rural schools, supporting aides and associate teachers who aspire to be licensed teachers, paying interns to teach under the supervision of mentors, providing cultural orientation for new teachers, creating a cross-cultural specialist endorsement for teachers, and assuring funding for research. Third, developing an agenda for a statewide conference on rural education includes showcasing promising reform initiatives, inviting all stakeholders, and producing a video of the proceedings. (TD)

ED 453 007   RC 022 638

Ongtooguk, Paul
Aspects of Traditional Inupiat Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Office of Systemic Reform.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Alaska Natives; *American Indian Education; *Cognitive Style; Culture Conflict; *Educational Methods; *Eskimos; *Nonformal Education; Observational Learning; Story Telling; Teaching Methods
IDENTIFIERS- Alaska; Environmental Awareness; Eskimo Culture; *Hunting; *Indigenous Knowledge Systems

Traditional Inupiat society was, and is, about knowing the right time to be in the right place, with the right tools to take advantage of a temporary abundance of resources. Sharing the necessary knowledge about the natural world with the next generation was critical. The example of learning to hunt is used to demonstrate features of traditional Inupiat education. Hunting was essential for survival, and the traditional education was a highly disciplined one using many learning styles, "doing" being the last phase. Observation was critical; through it the underlying principles and values were transmitted long before a boy went on a hunt. Through immersion in the stories and customs of the community, a boy learned about the traditions and beliefs associated with hunting, and the attitudes of hunters. Another aspect of traditional education was apprenticeship, which was often guided by an uncle. Apprentice hunters often did not hunt right away, but did camp chores, which offered an opportunity to learn such things as locating a good site, learning to dress and clean game, reading the weather, and learning about animal habitats and behavior. In traditional Inupiat society the community was a school--learning was not confined to a school building or other restricted environment. The estrangement between contemporary schooling and indigenous communities is due in part to a suspicion of the goals of schooling and its lack of concern for the complex and successful aspects of traditional Native education. Knowledge about the traditional educational system might produce schools that are more completely integrated into Native communities. (TD)

ED 453 008   RC 022 639

A qualitative study explored teacher-student relationships in classrooms for adolescents identified as emotionally disturbed or behaviorally disordered. These children are often the most difficult students to teach, but teachers who communicate caring can be powerful resources for children who feel frustrated, helpless, and angry. Previous research suggests that teachers who are successful in working with socioemotionally impaired students have the underlying attribute of caring deeply about their students, employ a child-centered approach to teaching, and display empathy in seeking to understand their students' worlds. In-depth phenomenological interviewing procedures were used to explore teacher-student relationships for five rural Mexican American students in programs for emotional/behavioral disabilities and their teachers. Three interviews each with the five students (ages 12-18) and four of their teachers focused on subjects' perceptions of their experiences in special education. The teachers verbalized a desire to connect with their students on a personal level, felt that developing a healthy relationship with their students was part of their teacher role, and saw these personal connections as necessary for a student's positive transformation in the school community. All students spoke about examples of teacher caregiving qualities that were important to them; their narratives suggested the need for a teacher-student relationship based on empathy and unconditional positive regard. (Contains 18 references.) (SV)

ED 453 026 RC 022 973

Lewis, Joan D.
Language Isn't Needed: Nonverbal Assessments and Gifted Learners.
PUB DATE- 01
NOTE- 5p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Black Students; Cultural Differences; *Culture Fair Tests; Disadvantaged; Elementary Secondary Education; Hispanic American Students; Limited English Speaking; *Minority Groups; *Nonverbal Tests; Referral; *Screening Tests; *Talent Identification; White Students

Screening and identification for gifted services is frequently dependent on the students displaying certain typical behaviors associated with gifted learners as well as strong test taking skills. Children with backgrounds that differ from the mainstream are not well-represented in gifted programs because they never even get to, much less through, the screening process. Referral for gifted programs requires that someone notice a student's strengths. Those who are referred for testing face the hurdle of assessments that depend on language. Thinking and problem-solving skills may be masked by limited use of language, disadvantaging many groups of children, including those who are poor or rural or who come from cultural or linguistic backgrounds different from the mainstream. Nonverbal standardized measures have the potential to identify gifted students who would be missed by the usual screening tests. Nonverbal tests assess problem-solving skills using graphical figures with no words. The Culture Fair Intelligence Tests, Naglieri Nonverbal Ability Test, and Raven's Standard Progressive Matrices are briefly described. Studies of these in Pakistan, which has low educational attainment compared to countries with similar income levels. In light of several factors constraining the Balochistan government's ability to expand school supply in poor areas, private schools were thought to offer potential benefits for increasing enrollment. Two pilot "fellowship" projects were undertaken in 1994: a voucher system for girls from poor families in Quetta, the capital city of Balochistan, and a similar voucher system for girls in rural villages. The subsidies were short-term, and the schools used various financial strategies to become self-sustainable. The projects had success in urban areas and relative failure in rural areas. Between 1994 and 1996, enrollment of girls in urban fellowship neighborhoods increased 26 percent, while enrollment of boys (who were not subsidized) rose 20 percent. Enrollments continued to rise after subsidies ended in 1997. In addition, the program was replicated in other neighborhoods and cities. Rural fellowship schools, however, were unsustainable, and only one appeared likely to survive. Factors contributing to the relative success of the urban schools were higher demand for girls' schooling in urban areas, greater ability of urban parents to pay, the presence of more children in urban neighborhoods, greater availability of experienced school operators and good teachers in urban areas, and higher government subsidies for urban schools. (SV)

ED 453 044 RC 023 003

Effective Schooling in Rural Africa Project Report 1: Review of Phase I of the Program, March-August 2000.
PUB DATE- 00
NOTE- 16p.; For related "Effective School in Rural Africa" documents, see RC 023 004-006. Produced by Effective Schools and Teachers, Basic Education Cluster, in Partnership with the Africa Region.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Change Strategies; Educational Environment; *Educational Needs; *Educational Quality; Elementary Secondary Education; Foreign Countries; *Information Needs; Institutional Environment; *Rural Education; Rural Schools; School Effectiveness
IDENTIFIERS- *Africa

The program Effective Schooling in Rural Africa was developed by the Basic Education Cluster of the World Bank in response to concerns about poor quality schooling in rural Africa. This report draws on a multi-agency working group meeting held in June 2000 and on subsequent work to outline some key elements of the information base for quality education in rural Africa. The following themes are examined: (1) the context of schooling in rural Africa (schooling as an interrupted process, rural schooling and living conditions, poor teaching quality, formal schooling not connected to rural community needs, and rural education not a high government priority); (2) features of good schooling, particularly good teacher-pupil relationships, support for learning difficulties, and good communication with parents; (3) priority issues in school improvement related to teacher performance and development, accuracy of data, school improvement processes, relevance of learning, effective system support, parent and community support, and health links; (4) the use of knowledge in the school improvement process and the knowledge gaps for each priority issue; and (5) the role of old

IDENTIFIERS- *Florida

This document features lesson plans for teachers and students on Florida's water resources. The guide is divided into four grade levels: K-2, 3-5, 6-8, and 9-12. Each grade level includes objectives, guides, and five lesson plans. K-2 lesson plans include: (1) "We Are Water"; (2) "Why Water Is Extra Special"; (3) "Water's Changing Shapes"; (4) "Water Makes Things Float and Disappear"; and (5) "Plants Drink Water Too". Grades 3-5 lesson plans include: (1) "Lots of Water, Little To Drink"; (2) "The Water Circle: Using Water Over and Over Again"; (3) "Florida Floats on Water"; (4) "Protecting Our Water Supply"; and (5) "Wastewater Treatment". Grades 6-8 lesson plans include: (1) "Water is a Closed System"; (2) "Water Conservation and Measuring Home Water Use"; (3) "Environmentally Friendly Non-Toxic Alternative Cleaners"; (4) "Florida Water Is Hard"; and (5) "Basics of Water Treatment". Grades 9-12 lesson plans include: (1) "Florida's Underground Water Supply"; (2) "Water Pollution"; (3) "Impact of Location, Climate and Population on Water Supply"; (4) "Importance of Water Conservation"; and (5) "Xeriscaping TM and Water Wise Landscaping and Irrigation". Attachments include a glossary; home water use survey; and listings of potential sources of groundwater pollution, common groundwater pollutants, and drought-resistant plants suitable for dry, sandy Florida soils. (YDS)

ED 453 066   SE 064 719

Wiltz, L. Kate

Proceedings of the Teton Summit for Program Evaluation in Nonformal Environmental Education (Kelly, Wyoming, May 19-22, 2000).

SPONS. AGENCY- Fish and Wildlife Service (Dept. of Interior), Washington, DC.; National Park Foundation, Washington, DC.

PUB DATE- 01

NOTE- 47p.; Also supported by the Brained Foundation. Photographs by Claudia Figueiredo and L. Kate Wiltz. Resource list compiled by Claudia Figueiredo. Graphic design by John K. Victor.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Cost Effectiveness; Economics; *Environmental Education; Interdisciplinary Approach; *Nonformal Education; Problem Solving; *Program Evaluation

This document contains the proceedings of the Teton Summit Conference for Program Evaluation in Nonformal Environmental Education. The Summit was co-hosted by the Teton Science School (TSS) and The Ohio State University with the goal of improving efficacy of evaluation in environmental education. Contents include: (1) What Is Evaluation? (2) For Whom Is Evaluation Done? (3) Why Evaluate? (4) How Is Evaluation Done? (5) What Is and What Should Be? (6) The Politics of Evaluation (7) What Environmental Education Evaluation Can Look Like (8) P.A.R.K.S. as a Model; (9) Valuing Programs from an Economic Perspective: Cost Analysis in Environmental Education Evaluation; (10) Cost-Benefit and Cost-Effectiveness; (11) Other Factors When Considering Costs; (12) Should Environmental Education Program Evaluation Be Required? (13) Possibilities: Where Do We Go From Here? (14) Matching; (15) Evaluation and Research; (16) A Culture of Evaluation; and (17) Identifying the "It" in Evaluation. Appendices include a list of summit participants, materials from the summit, and a resource guide. (YDS)

Comparison data are given both within and across participating jurisdictions for 1992, 1996, and 2000 at grade 4, and for 1990, 1992, 1996, and 2000 at grade 8. Student performance is reported in terms of average scale scores on the NAEP mathematics scale and by the percentages of students who attained the achievement levels set by the National Assessment Governing Board (NAGB). In addition, percentile distributions and demographic subgroup results are presented, including results by gender, race/ethnicity, region of the country, type of school location, school type, and student eligibility for the free/reduced price lunch program. One chapter focuses on a second set of results that includes the performance of special needs students who were permitted accommodations in the test administration, both in the national and state samples. The report features information on contexts for learning mathematics including teacher characteristics, classroom practices, use of computers/calculators, student attitudes toward mathematics, and out-of-classroom activities. The report also includes sample test questions and examples of student responses. (ASK)

ED 453 087   SO 030 908

Quigley, Kevin F. F.
For Democracy's Sake: Foundations and Democracy Assistance in Central Europe. Woodrow Wilson Center Special Studies.
PUB DATE- 97
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; *Democracy; *Economic Development; Economics Education; *Financial Support; Foreign Countries; *Foundation Programs; Free Enterprise System; *Geographic Regions; *International Cooperation; Nongovernmental Organizations
IDENTIFIERS- *Europe (Central)

Assisting democracy has become a major concern of the international community since the end of the Cold War. Private actors--foundations and other nongovernmental organizations--are playing a growing role in these efforts, rivaling those of governments and international institutions. The study reported in this book examined foundations' democracy assistance programs in Central Europe in the years immediately following the fall of the Berlin Wall, both measuring their size and evaluating their strategies. Chapters in the book are: (1) "Introduction: A New World" ("Phases of Assistance"; "Purpose"; "Concepts and Techniques"; "Approach"); (2) "Czech Republic: Standing Apart" ("External Involvement"; "Education"; "Featured Projects"; "Results"); (3) "Hungary: The Long Road" ("External Involvement"; "Human Rights"; "Featured Projects"; "Results"); (4) "Poland: First among Equals" ("External Involvement"; "Local Governments"; "Featured Projects"; "Results"); (5) "Slovakia: Slipping Behind" ("External Involvement"; "NGO Sector"; "Featured Projects"; "Results"); (6) "Regional Projects: Going against the Grain" ("Environment"; "Education and Training"; "Results"); (7) "George Soros: Leader of the Band" ("The Man"; "The Soros Foundations in Central Europe"; "Stefan Batory Foundation"; "Regional Projects"; "Higher Education Programs"; "Regional Library Program"; "Institute for Local Government and Public Service"; "Soros Roma Foundation"; "Central European University"; "Results"); and (8) "Conclusions and Recommendations" ("Accomplishments"; "Shortcomings"; "Lessons Learned"; "Conclusions"). Each chapter includes notes.

Ogawa, Masato
Building Multiple Historical Perspectives: An Investigation of How Middle School Students Are Influenced by Different Perspectives.
PUB DATE- 01
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Grade 6; *Historical Interpretation; *History Instruction; *Middle School Students; Middle Schools; Nuclear Warfare; Oral History; *Perspective Taking; Qualitative Research; *Textbook Content; *World War II
IDENTIFIERS- Georgia

In U.S. middle school social studies and history classrooms the prevalent modes of instruction continue to be the traditional large group, teacher dominated and controlled recitation and lecture based primarily on the textbook. Many researchers, however, criticize the reliance on textbook-based teaching in classrooms, since they consider social studies and history textbooks to be biased, superficial, or poorly written, presenting history from a single perspective with few conflicting ideas. Analysis of middle school students' study of World War II--their receptiveness to and acquisition of multiple perspectives--was undertaken in a qualitative study conducted during a 3-week period in a middle school in northeast Georgia. Seven sixth grade case study students were selected by their teacher from two social studies classes. Two oral history narrators, one U.S. and one Japanese World War II veteran, visited the classroom during the unit of study. Three principal data sources were used: interviews with the teacher and the seven students, classroom observations and participation, and students' written assignments. Through a comparative textbook analysis activity and the teacher's instruction about the atomic bombing, three students' knowledge and perspectives advanced. All students' knowledge about World War II dramatically advanced after the oral history activity. The teacher also played an important role in helping students advance their knowledge and construct their perspectives. The study furthered the understanding of students' historical understanding, historical inquiry, perspective taking, and cross-cultural understanding between Japan and the United States. Contains 85 references. (BT)

ED 453 109 SO 032 748

Bragaw, Donald, Comp.
Global Literacy: Challenges, Culture and Connections.
PUB DATE- 98
NOTE- 169p.; For the article "Guidelines for Global and International Studies Education," see EJ 578 552.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Cultural Context; Elementary Secondary Education; *Global Education; Guidelines; *International Studies; Social Studies; World Affairs; *World Problems
IDENTIFIERS- *Global Issues

Traditionally U.S. schools have been mandated to educate young ability. This study examined moral discourse, reflection, and development in a school community with a process similar to that described by Kohlberg. Data were drawn from an extensive set of field notes made in an ethnographic study at an ungraded, democratically structured school where students, ranging in age from 4 to 19, are free to choose their own activities and companions. Guiding questions were: How might participation in such a community influence children's understanding of what it means to be a responsible member of a community? and What opportunities do children have for discussing, learning about, and exerting responsibility? The Sudbury Valley School in Framingham, Massachusetts, which enrolls about 220 students, is a democratic community designed to allow students to pursue their own interests in their own ways. All the students enrolled during the 3 years of the study were potential subjects. Over 3 years, the researcher observed 52 meetings of the Judicial Committee, which investigates violations of school laws. Vignettes were analyzed using grounded theory approach to qualitative analysis, and themes were developed from an analysis of observations of meetings. Each theme describes a participation level that students assume in the process and that provide opportunities for them to develop and deepen understanding of the balance of personal rights and responsibilities within a community. The study adds to the understanding of education and child development by describing a school that differs significantly in its practice from the wider educational community and by validating Kohlberg's thesis about developing moral reasoning. (Contains a table and 17 references.) (BT)

ED 453 129 SO 032 775

Rice, Gwenda A.; Bulman, Teresa L.
Fieldwork in the Geography Curriculum: Filling the Rhetoric-Reality Gap. Pathways in Geography Resource Series, Title No. 22.
PUB DATE- 01
NOTE- 98p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Field Studies; *Geography Instruction; Inquiry; Instructional Effectiveness; Investigations; Observation; *Skill Development; Social Studies
IDENTIFIERS- Conceptual Approach

Fieldwork provides an opportunity to reinforce previous class-based learning and presents students with an opportunity to encounter new ideas and practice new skills. In the K-12 classroom, however, the rhetoric-reality gap between the declared need for fieldwork and doing fieldwork is striking. This project seeks to narrow the gap between rhetoric and reality by providing K-12 teachers with guidelines for integrating fieldwork into the geography curriculum. The emphasis throughout the project is on strategies that are local, small-scale, easy to implement, and inexpensive. The project framework is comprised of three interlinked approaches: observation, investigation, and inquiry. These approaches represent a progression in skills from activities that are teacher-directed, qualitative, and prescriptive to those that are more student-directed, interactive, and open-ended. The guide includes thirteen step-by-step examples of fieldwork activities, addressing the National Geography Standards and the Advanced Placement Human Geography Course, in both physical and counselor's office, were used for the study. From an analysis of the sign-in sheets, it was learned that there were no differences between the amount of use of these computers and the student's gender. It was found, however, that female students did more word processing than male students. Female students seemed to use computers more often than male students, but this difference was not statistically significant. Problems with using student sign-in sheets appeared. Many students did not completely fill in all items on the sheets. In a future study, software should be used to monitor student computer use. Results of this study are in line with other studies that have shown that female students do more word processing than male students, and that the educational use of technology may be becoming more equitable in the United States. (Contains a table and 25 references.) (Author/BT)

ED 453 148   SO 032 823

Camarota, Steven A.
The Slowing Progress of Immigrants: An Examination of Income, Home Ownership, and Citizenship, 1970-2000. Backgrounder.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizenship; Cultural Pluralism; Educational Attainment; Futures (of Society); Higher Education; *Homeowners; *Immigrants; *Immigration; *Income; Social Science Research

The U.S. immigrant population has tripled since 1970 to about 30 million, and as the 2000 Census has shown, the nation's population has become increasingly diverse. This report from the Center for Immigration Studies finds that over the last 30 years each successive wave of immigrants has fared worse than the one that preceded it. The report finds today's established immigrants (those who have lived in the country between 10 and 20 years) are much poorer, less likely to be homeowners, and less likely to have become citizens than established immigrants in the past. The deterioration in the position of immigrants is primarily explained by a significant decline in the educational attainment of immigrants relative to natives and the needs of the U.S. economy. It is often suggested that immigrants have always started out poor and that recent immigrants are no different from those of the past. The findings indicate otherwise; in the last two decades in particular, newly arrived immigrants have started out much poorer than earlier immigrants. The report concludes that the United States faces two fundamental challenges with regard to immigration: How can immigrants already here be helped to close the large gap with natives? and How can an immigration policy be crafted that selects immigrants so that this problem does not continue into the indefinite future? (Contains 12 figures and 15 notes.) (BT)

ED 453 149   SO 032 824

Allen, Mike; Casey, Mary K.; Emmers-Sommer, Tara; Sahlstein, Erin; DeGooyer, Dan; Dun, Tim; Wagner, Amy Elisabeth; Winters, Alaina M.
When a Celebrity Contracts a Disease: The Example of Earvin "Magic" Johnson's Announcement That He Was HIV Positive.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the Central States Communication Association (69th, Cincinnati, OH, April 5-

Four out of six mentees mentioned a closer working relationship with their mentors as a result of the program. The frequency of mentoring meetings ranged from daily to bi-weekly. Mentor projects varied greatly and included a formal shadowing project, development of a web site, and coordinating a gifted and talented program. (SM)

ED 453 169 SP 039 966

Cornett, Lynn M.
Getting beyond Talk: State Leadership Needed To Improve Teacher Quality. Educational Benchmarks 2000 Series.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Accountability; Alternative Teacher Certification; Beginning Teacher Induction; Beginning Teachers; Educational Policy; *Educational Quality; Elementary Secondary Education; Faculty Development; Higher Education; Partnerships in Education; Preservice Teacher Education; State Government; State Standards; *Teacher Competencies; Teacher Salaries; *Teaching Skills

This report restates selected Southern Regional Education Board policy recommendations on teacher quality since the early 1980s, outlines key policy areas that need attention, and provides examples of state actions to make needed changes. Regarding teacher preparation, the report discusses university responsibility, partnerships with schools, and accountability and incentives. The report focuses on early recruitment of new teachers, alternative paths to teaching, raising the standards for licensure, and supporting teachers in the early years. In regard to veteran teachers, the report looks at strengthening licensure renewal, providing quality professional development, and ensuring a qualified teacher in every classroom. The report examines salary and compensation to match state goals and incentives and career supports which focus on improving student achievement. Finally, the report discusses coordination of state action and cross-cutting issues (college-school partnerships, data and information systems, and clear communication to the public). (SM)

ED 453 170 SP 039 969

Shahid, Julia; Thompson, David
Teacher Efficacy: A Research Synthesis.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Meta Analysis; *Self Efficacy; Sex Differences; *Teacher Competencies; *Teacher Effectiveness; Teaching Experience; Teaching Skills

This study synthesized research on teacher efficacy. A 14-stage model was implemented to identify and analyze characteristics found in the synthesis population of 89 primary studies which addressed teacher efficacy. The 89 primary studies yielded 789 distinct and 973 total research hypotheses; 25 distinct and 973 facing them were teacher recruitment and buildings and accommodations. Respondents noted a need to develop skills in budget setting and maintenance, as well as in decision making and prioritizing. They attempted to develop these skills through focused training or by working with peers or more experienced colleagues. The local education authority was the most regular contact point for respondents seeking support and advice. (SM)

ED 453 189 SP 039 990

Ayres, Paul; Sawyer, Wayne; Dinham, Steve
Effective Teaching and Student Independence at Grade 12.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Research funded by the New South Wales Department of Education and Training.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Active Learning; Classroom Environment; *Classroom Techniques; Foreign Countries; Grade 12; High School Students; High Schools; Pedagogical Content Knowledge; Secondary School Teachers; *Student Participation; Teacher Attitudes; Teacher Characteristics; *Teacher Effectiveness; *Teacher Influence; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Australia; Independent Behavior

This study investigated how five Australian teachers, who were considered to be exemplary in helping students develop independence, influenced and guided their students to extremely high grades in 12th grade. Teachers were observed teaching a lesson and then interviewed. The interviews asked them to identify successful outcomes of the lesson and to consider the strategies they employed. Overall, teachers had positive attitudes toward their schools and students. They considered being close as a team and having mastery of content knowledge as crucial to their success. Strong positive classroom relationships were an integral feature against which their teaching strategies were enacted. Planning of content and teaching were key aspects of teaching success. All classrooms were nonthreatening, displaying an excellent relationship between teachers and students. Many teachers created a culture in which the Higher School Certificate (HSC) was treated as a kind of game with its own set of rules, though the teachers did not focus on the HSC. Most lessons had two phases, the first being heavily teacher directed and the second involving more independent learning. Overall, teachers encouraged and laid the groundwork for student independence. (Contains 21 references.) (SM)

ED 453 190 SP 039 991

Ellis, Nancy; Whyte, Alyson
Orchestrating Narrative and Paradigmatic Cognition: Prospective and Practicing Teachers Theorizing Classroom Practice.
PUB DATE- 01
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

In this paper, the author maintains that there are two interrelated levels at which one can analyze data: the political and the psychological. By bringing together the language and concepts of critical theory and relational psychology, the author proposes a method of qualitative data analysis--a discourse-to- voice-centered method--which seeks to embed the psychological concept of voice in the sociopolitical concept of discourse. To illustrate the connections between discourse and voice, the author uses the method to analyze the discursive origins and pedagogical voices of four European American women who have been recognized for their teaching in an open-admissions university serving an ethnically and economically diverse student population. Findings suggest that these women see meaning in their work in part because they have encountered discourse during their graduate work that describes human abilities as malleable and recognizes the social power of individual agency. The paper concludes with recommendations for teacher education programs that want to help preservice educators see value in teaching against the grain. (Contains 14 references.) (Author/SM)

ED 453 210 SP 040 011

Lanting, Ashley; Jolly, Anne
Leadership Transformation of Two Teachers and Their Principal: A Case Study.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Leadership Training; Preservice Teacher Education; Principals; Professional Development; Program Effectiveness; Summer Programs; Teachers
IDENTIFIERS- Samford University AL; *Teacher Leaders; *Teacher Leadership

This study examined the short- and long-term effects of the Samford Summer Institute for Teacher Excellence (SSITE 2000), which created a climate for teacher leadership and for educators to connect with leadership resources. It investigated how two teachers and their principal networked with other school leaders, learned from successful leadership experiences, and developed their own action plans during 2001. Data from interviews, observations, and surveys indicated that participants came in with a significant desire to learn and expected to network within their own team and with other participants. The notion of teacher leadership was new to participants, but they embraced exemplary leadership ideas. They viewed the SSITE as an opportunity to validate and improve their profession. Participants experienced a carryover effect 2 weeks after SSITE. They maintained positive attitudes toward teacher leadership, became aware of resources, strengthened their beliefs in public education, and made strong commitments to act on teacher leadership. Commitments that participants made at SSITE turned into a mindset to support teacher leadership and solid actions in their profession, especially at the school level. The long-term impact was demonstrated by the leadership actions participants took to improve teacher and teaching quality and community outreach. (SM)

Parshall (DP) (T. Davey and C. Parshall, 1995) procedures and provided an examination of the assertion that the Stocking and Lewis (M. Stocking and C. Lewis, 1998) conditional multinomial (SLC) procedure would function independently of an real examinee population. Simulations were carried out for this study using various combinations of the intended and real ability distributions. The results show that the changes in the examinees' ability distribution affected both SH and DP procedures in their control of the observed maximum exposure rates, and the effects were more profound for the SH method. The performance of the SLC method was demonstrated to be independent of the examinee's ability distributions in the operational CAT administrations. Contains 19 references, 5 tables, and 4 figures. (Author/SLD)

ED 453 229 TM 032 580

Gregoire, Michele; Ashton, Patricia; Algina, James
The Role of Prior and Perceived Ability in Influencing the Relationship of Goal Orientation to Cognitive Engagement and Academic Achievement.
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Academic Achievement; *Cognitive Processes; *College Students; *Educational Objectives; Higher Education; Self Concept; Student Attitudes; *Student Motivation
IDENTIFIERS- Goal Theory; Student Engagement

Goal theory has become one of the most prominent perspectives in the study of academic motivation. Prior studies have found conflicting results regarding the relationship of goal orientation to cognitive engagement, academic achievement, and ability perceptions. Two hundred thirty-nine students from a large state university participated in this study. Results indicate that ability perceptions are significant predictors of students' goals, cognitive engagement, and grades, and that they indirectly contributed to performance on depth of processing, even when verbal ability was controlled. Furthermore, cognitive engagement mediated the effect of both performance-approach and mastery goals on depth of processing. This model fills in the gap in goal theory by answering the question why individuals choose goals by providing a powerful explanation for students' choices. (Contains 3 tables, 2 figures, and 20 references.) (Author/SLD)

ED 453 230 TM 032 581

Xie, Yiyu
Dimensionality, Dependence, or Both? An Application of the Item Bundle Model to Multidimensional Data.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Middle School Students; Middle Schools; *Sciences;

explanations for these outcomes. (Contains 6 tables and 18 references.) (Author/SLD)

ED 453 250 TM 032 787

Miller-Whitehead, Marie
Evaluation of a Kindergarten Diagnostic Assessment Instrument by Gender and Ethnicity.
PUB DATE- 01
NOTE- 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diagnostic Tests; Educational Planning; *Ethnicity; Kindergarten; *Kindergarten Children; Preschool Children; Primary Education; Public Schools; Reliability; *School Readiness; Screening Tests; *Sex Differences; Student Placement; Test Format; *Test Use; Validity

Prekindergarten students (n=1,137) in an ethnically and socioeconomically diverse urban public school took a kindergarten diagnostic assessment in September prior to entry into the regular kindergarten program. The assessment was a pilot version of a longer instrument that had been used at the school for several years. Results were used for placement, program planning (class size and multiage grouping), remediation, instructional improvement, and counseling with parents. The results of the diagnostic assessment were evaluated to determine differences in student readiness for kindergarten by gender, ethnicity, socioeconomic status, and English language proficiency. The objective of this analysis was to determine the reliability and validity of the newer, abbreviated version of the kindergarten assessment and its usefulness in making decisions about individuals and groups of students. This paper provides examples of item domain goals and objectives, identifies items that could be useful to equate with other prekindergarten assessments, examines differences in skill attainment for male and female children from ethnic minority groups not identified as Limited English Proficient (LEP) or English Language Learners (ELL) and provides comparisons of several approaches for psychometric evaluation of test items including the transformed item difficulty index, normal curve equivalents, item characteristic curves, and two-parameter Rasch modeling. Implications for assessment and instruction of children from different cultural and ethnic backgrounds are discussed as well as implications for addressing differences in skills attainment for male and female children as they progress through school. Three appendixes contain a correlation matrix for three assessments, a table of sample norms, and a table of normal curve equivalents. (Contains 8 tables, 12 figures, and 58 references.) (Author/SLD)

ED 453 251 TM 032 788

McMillan, James H.
Some Pedagogical Tips for Teaching Statistics.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

monitor student progress, identify school needs and set priorities, set improvement goals, and devise action plans to meet these goals. The survey development process began with a planning committee that defined school specific needs and then formulated research objectives related to these needs. Questionnaires were then developed, and survey results were used to build school profiles. Once the information from the surveys is reported in the profiles, schools and the district begin the work of using the profiles for school improvement. (Contains 12 references.) (SLD)

ED 453 270   TM 032 807

Davison, Mark L.; Kim, Se-Kang; Ding, Shuai
Profile Analysis via Multidimensional Scaling (PAMS): Exploring the Predominant Profile Patterns in Data.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Mathematical Models; *Multidimensional Scaling; Profiles; *Scores
IDENTIFIERS- *Profile Analysis Approach

A model for test scores called the profile analysis via multidimensional scaling (PAMS) model is described. The model reparameterizes the linear latent variable model in such a way that the latent variables can be interpreted in terms of profile patterns, rather than factors. The model can serve as the basis for exploratory multidimensional scaling analyses to identify major patterns in test scores; or it can serve as the basis for confirmatory structural equations analyses designed to test hypotheses about profile patterns and their associations with other variables. An exploratory multidimensional scaling analysis is described with particular emphasis on the interpretation of the model parameters in terms of latent profile patterns. The analysis is illustrated with vocational interest data. Finally, the exploratory multidimensional scaling analysis is compared to some alternative methods for identifying major profile patterns in data. (Contains 3 tables, 6 figures, and 23 references.) (Author)

ED 453 271   TM 032 808

Brewer, Dee; Feifs, Helmuts; Kaase, Kris
Accountability Policy for North Carolina's Alternative Schools, Year One Results.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; *Educational Policy; Elementary Secondary Education; Evaluation Methods; *Nontraditional Education; Program Evaluation; Program Implementation; Special Education; *Special Needs Students; Vocational Education
IDENTIFIERS- *North Carolina

The accountability program of North Carolina's 67 alternative schools was studied after its first year of implementation.

500 Ohio public school teachers explores the association between teachers' practice of assigning grades based on nonachievement grading factors and teachers' pupil control orientation (PCI). Responding high school mathematics teachers provided information that relates to the use of nonachievement grading practices and their orientation to PCI. Survey data, validated by interviews with teachers, suggest that the context of the classroom contributed more to shaping teachers' grading practices than the teachers' orientation to pupil control. Significant predictors are the proportion of at-risk students (ADC) in the teachers' school districts and the proportion of upper level mathematics courses (UL). When a variable representing teachers' mean class size (CS) replaces school size in the regression equation that provides for block entry of predictor variables (CS, UL, and ADC), nearly 20% of the variance in grading practices is explained. An exhibit contains the teacher survey. (Contains 12 tables and 29 references.) (Author/SLD)

ED 453 291 TM 032 830

Wilkerson, LuAnn; Rose, Mike
Learning from the Narrative Comments of Standardized Patients during an Objective Structured Clinical Examination of Fourth-Year Medical Students.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Clinical Experience; *Empathy; Higher Education; Medical Education; *Medical Students; *Personal Narratives; Qualitative Research
IDENTIFIERS- Caring; *Standardized Patients

The standardized patient (SP) examination is used in a majority of medical schools to test clinical skills. This exam usually yields both numerical ratings of clinical skill and narrative comments by patients or observers, yet most empirical studies of SP assessment focus on the numerical ratings only. This study analyzes the comments on a recent administration of the examination qualitatively. The comments of 16 SPs portraying 8 clinical cases give a fuller sense of the meaning of general descriptors like "empathy" and "care." The comments also provide a window into the well-documented variability in the SP communication skills domain, suggesting the domain-specificity of such skills. (Contains 2 tables and 14 references.) (Author/SLD)

ED 453 292 TM 032 831

Minnameier, Gerhard
An Analysis of Kohlberg's "Stage 4 1/2" within an Enhanced Framework of Moral Stages.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Classification; *Individual Development; Models; *Moral Development; Young Adults

reduce expenditures. The parent choice component could help 330,000 new students attend private schools and make private schooling more affordable for millions of families already using private schools. The scholarship component could raise enough money to give 3 million students scholarships. If 2 million of those scholarships were used for moving into private schools, taxpayers would save $12 billion. The tax credit could enable 2.3 million new students to attend schools of their choice, saving $14 billion across the states. (SM)

ED 453 311   UD 034 177

Nelson, Sandi; Clark, Rebecca L.; Acs, Gregory
Beyond the Two-Parent Family: How Teenagers Fare in Cohabiting Couple and Blended Families. New Federalism: National Survey of America's Families, Series B, No. B-31. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 9p.; also funded by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Behavior Problems; Blacks; *Cohabitation; *Family Relationship; *Family Structure; Hispanic Americans; Mothers; *One Parent Family; Racial Differences
IDENTIFIERS- *Blended Families

This brief uses data from the 1997 National Survey of America's Families to examine whether children living with their mothers and their mothers' boyfriends (who are not related to the children) are any better or worse off than children living with just a single mother. The brief also compares outcomes for children living in families in which their mothers have married their boyfriends (forming blended families) with outcomes for children living with single mothers as well as with outcomes for children living with married biological parents. The brief focuses on teenagers' behavioral problems. After documenting teenagers' living arrangements, the brief uses a multivariate, regression-based model to examine the issue. Overall, teenagers' living arrangements vary significantly by race and ethnicity, with white teenagers far more likely to live with married biological parents and black teenagers more likely to live in single-parent families. Differences in living arrangements relate to differences in teenagers' behavior. Living with a single mother and her boyfriend is no better than living with a single mother, and in many cases, it is significantly worse. The most favorable outcomes are for teenagers living with their biological parents. (SM)

ED 453 312   UD 034 178

This report assesses how the loss of Medicaid coverage following welfare reform has influenced changes in health care systems for immigrants in four urban areas: Los Angeles, California; New York, New York; Houston, Texas; and Miami, Florida. Survey data indicate that over half of low-income immigrants were uninsured in 1998, a level roughly double that of the native citizen population. Visits to each area in 1999-00 examined immigrants' access to insurance and health care services, changes in state and local policies and practices, and responses of local providers and agencies. All four areas have large health care safety nets, anchored by locally owned public hospitals and clinics. These public facilities were dominant providers of care for low-income immigrants, regardless of insurance status. In each area, states also elected to provide some additional coverage to immigrant children under the State Children's Health Insurance Program (S-CHIP). In some areas, outreach campaigns encouraged ethnic and immigrant parents to enroll their children in S-CHIP. Low-income immigrants' access to health care services was precarious before welfare reform and has weakened since then. Though many immigrants have turned to safety net providers offering free or reduced price care, they have also delayed or avoided medical care and turned to alternative, sometimes underground, health care providers for services. State and local government actions and safety net providers have cushioned the effects of federal policy changes, but such efforts may not be sustainable as the number of immigrants ineligible for Medicaid grows. (Contains 32 references.) (SM)

ED 453 331   UD 034 206

Bradbury, Tom
State of Public Education Report: A Tale of Two Systems, or Three or Four.
PUB DATE- 01
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Failure; Academic Standards; Accountability; Black Students; Diversity (Student); Dropout Rate; Educational Finance; Elementary Secondary Education; Equal Education; Hispanic American Students; Language Minorities; Public Education; Racial Differences; Student Evaluation
IDENTIFIERS- *Charlotte Mecklenburg Public Schools NC

This report examines North Carolina's Charlotte-Mecklenburg public school system (CMS) and assesses its failures and achievements. Though the proportion of students who chose CMS over private and charter schools has decreased from 95 percent in the 1970s, it still remains over 80 percent. Enrollment for exceptional, and poor children and children who do not speak English as their native language, however, has increased significantly. CMS does not educate all of its students well. Progress has been made on increasing academic achievement and narrowing race- and income-related achievement gaps. The system measures and spends school-by-school in order to provide instructional materials on an equal basis, recognizing that at-risk schools need extra dollars. The state's ABC accountability program, which is constantly monitored, needs refinement and expansion, since many students are still failing. Disaggregated data on student achievement and race show that low achievement is a problem for CMS students of all races. About 35 percent of 3rd-8th grade students test below grade level in reading and/or

PUB DATE- 99
NOTE- 10p.; In: Forum on Technology in Education: Envisioning the Future. Proceedings (Washington, D.C., December 1-2, 1999); see IR 020 683.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Information Technology; *Internet; *Science Instruction
IDENTIFIERS- Access to Technology; Technology Utilization; Web Sites

This paper examines the impacts of instructional technologies on K-12 science instruction. The first section addresses the question, "What is technology?" The dimensions of technology identified by the International Technology Education Association are summarized, and definitions of technology from the American Association for the Advancement of Science, National Research Council, and National Science Teachers Association are presented. The second section discusses the current impact of instructional technologies on K-12 education, including statistics on current rates of Internet access and ratio of students to computers. The third section considers the potential impact of instructional technologies on K-12 science, focusing on two general types of applications of technology, i.e., the global classroom and the technologically enhanced classroom. World Wide Web sites for more information are listedand 12 bibliographic references are provided. (MES)

ED 452 847 IR 020 689

Assey, Joan
The Future of Technology in K-12 Arts Education.
PUB DATE- 99
NOTE- 15p.; In: Forum on Technology in Education: Envisioning the Future. Proceedings (Washington, D.C., December 1-2, 1999); see IR 020 683.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Art Education; Computer Uses in Education; Educational Change; Educational Cooperation; *Educational Objectives; *Educational Technology; Elementary Secondary Education; Futures (of Society); Outcomes of Education; Professional Development; Role
IDENTIFIERS- *Technology Role; *Technology Utilization

This paper discusses the future role of technology in arts education and addresses the impact of technology on teaching and learning in these content areas. The following topics are covered: (1) technology in arts education; (2) the link between learning and technology; (3) change in goals and purpose in arts education--curriculum, instruction, and assessment; (4) goals and standards for music, theater, visual arts, and dance; (5) professional development--support for improving educational outcomes; (6) technology's impact on teaching and learning in arts education; (7) improving educational outcomes; (8) connections to other schools, higher education, businesses, and communities; and (9) caution concerning technology's use. (MES)

ED 452 848 IR 020 690

graduate information studies students that was collaboratively developed by the State Library and the University of Technology, Sydney (Australia). The second section presents the Industry Placement Program, designed to insure students from a wide range of disciplines gain real industry experience relevant to their classroom learning and career interests. The third section covers the library's support for researchers and independent learners, including: five main areas in which clients need assistance, i.e., procedures, research skills, catalogs/indexes, specific subjects/formats, and new services; examples of questions asked by clients; strategies to address these needs; and development and delivery of two courses in research skills offered by the library. The fourth section presents a case study on Infocus, a service that provides students with information for their study of the New South Wales Higher School Certificate curriculum. (MES)

ED 452 868 IR 058 127

Knight, Robert
Access to Service: Rural and Remote Communities.
PUB DATE- 00
NOTE- 8p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Foreign Countries; Internet; Library Funding; *Library Networks; *Library Services; *Public Libraries; Regional Libraries; Rural Areas; User Needs (Information)
IDENTIFIERS- Australia (New South Wales)

This paper discusses public library services to remote communities in Australia, focusing on New South Wales (NSW). The first section presents background on the public library network in NSW, including statistics, descriptors/characteristics of public libraries, and funding to establish public Internet access. The second section addresses regional libraries in NSW, focusing on the Riverina Regional Library and the establishment of the Tumut Electronic Network Centre, a project that set up telecentres in several libraries; project aims and benefits are listed. The third section describes infrastructure, goals, and funding of NSW.net, a virtual private Internet network for libraries, local government, and communities. (MES)

ED 452 869 IR 058 128

Leigh, Sally-Anne
Resource Discovery within the Networked "Hybrid" Library.
PUB DATE- 00
NOTE- 9p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer Interfaces; Foreign Countries; Information Management; Information

Programs. AACC Research Brief.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 17p.; Also supported under grant number DUE-9713869 to Bronx Community College.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Mathematical Applications; *Mathematics Education; Mathematics Skills; *Science and Society; Science Careers; *Technology Education; Two Year Colleges

This research brief highlights the role of mathematics in Advanced Technological Education (ATE) programs. In 1994, in response to an urgent national need for highly qualified technicians, the National Science Foundation established a major effort to support innovative programs in Advanced Technological Education, especially in the nation's community colleges. Mathematics, itself in the midst of a major reform effort, is an important but often overlooked component of virtually all ATE programs. This report highlights the role of mathematics in ATE programs by: (1) documenting the critical role that mathematics plays in science as well as engineering and technological education; (2) illustrating the important and challenging mathematics embedded in science, engineering and technological programs; (3) emphasizing the need to include high-level mathematics in ATE and similar programs; and (4) encouraging the kind of broad mathematics education that students will need to succeed in modern technological fields. This report is in two parts: analysis of the mathematics in selected science, engineering, and technological programs, and case studies of ATE program areas that are especially rich in mathematical potential. Analysis includes topics such as mathematics in the workplace and pitfalls to avoid. Case studies include Global Positioning Systems and Precision Agriculture. (JA)

ED 452 889 JC 010 317

Stauf, Gabriele U.
Building Leadership and Academic Success through Tutoring Programs.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Peer Teaching; School Guidance; *Student Development; *Tutorial Programs; *Tutoring; Two Year Colleges

The article discusses the Learning Center and its peer tutorial program at Bainbridge College (Georgia). With diverse roles and obligations overarching students' college experience, fostering leadership and building campus involvement in student organizations is a challenge. Some of the challenges for the Bainbridge Learning Center and its peer tutorial program include recruiting, training and retaining tutors of quality, and creating opportunities for personal growth toward leadership. In the first two years of the program, nominations for tutors came only from professors. Now, tutors are asked to recommend from among their classmates or even clients. Between the selection time and the tutor training workshop, new tutors must watch the first four of a series of ten tutoring videos

PUB DATE- 01
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Nontraditional Students; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

In order to better serve the senior population in its community, Johnson County Community College (JCCC) (Kansas) created the Brown and Gold Club (named after the school colors), which offers JCCC education and special events to adults age 55 and over. Membership in the club now exceeds 4,800 people. Not only does the club serve the senior population, it fosters community and personal support for the college and provides a sense of maturity to college life. A survey was conducted in the fall of 2000 to assess member preferences and expectations and to solicit suggestions for future activities. A total of 1,882 surveys were returned, for a response rate of 51%. Results included: (1) the most respondents came from the 66- to 75-year-old age bracket; (2) many respondents expressed greatest interest in classes on area history and current events, as well as day trips; (3) the activity of least interest was volunteer work at a nursing home, with interest expressed by only 22% of respondents; (4) ten percent of members had participated at least five or more times over the past year in different activities, but nearly 30% had never participated in any; (5) evening/weekend activities were desired by less than 18% of members; and (6) many Brown and Gold Club members were found to still be active in the labor force. (CJW)

ED 452 910 JC 010 356

City College of New York CITY FACTS, 2000-2001.
PUB DATE- 01
NOTE- 146p.; Produced by the Office of International Research, City College of New York.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Transfer Students; *Community Colleges; Graduate Students; Tables (Data); Undergraduate Students; *Universities
IDENTIFIERS- City University of New York City College

CITY FACTS is an annual publication of the City College of New York's (CCNY's) Institutional Research Office. It contains four main sections: Executive Summary and Commentary on CITY FACTS Tables, Student Data over the Past Decade, Employee and Financial Data, and Reference Sources. A brief commentary on each of the City Facts tables is included in this first section, where references are made to those tables showing the most detailed information. For example, Table 13 shows all students by residence and gender for fall of 2000 (Manhattan was home to 29% of students, Queens 21.3%, and Brooklyn 20.6%). In the second section, enrollment trends and other student data are provided for fall 1991 to fall 2000 semesters. "Total student data" is shown first, followed by separate information for undergraduate, graduate, and transfer students. In fall 2000, 53.9% of total CCNY enrollments were women and 46.1% men. In the third section of the report, data on instructional and non-instructional staff by gender and ethnicity are provided, along with data on budgets, revenues, and expenditures. Highlights include: (1) 104 female and 269 male members of their studies and an additional 16% were working in jobs that were unrelated to their studies, elevating the overall employment rate for 1999 graduates to 88%; (2) more than half of all the college's graduates transfer to another higher education institution within eight months of graduation; (3) graduation rates for full-time (in first semester), college-ready students after five years were 17% in 1992 and 11% in 1995; (4) the college's student body reflects the demographic diversity of the City of Philadelphia and is the largest single point of entry into higher education for minorities in Pennsylvania--50% of students are black, 28% white, 15% Hispanic, and 7% Asian; and (5) in current dollars there has been an average annual increase of cost per student of 1.2%, but in real terms there has been a decrease per year of 1.7%. (JA)

ED 452 931   JC 010 379

McHewitt, Earl R.; Taylor, Garry
Transfer Assembly Project, 2001: VCCS Transfer Rates.
PUB DATE- 01
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Articulation (Education); *College Transfer Students; *Community Colleges; Higher Education; Student Mobility; *Transfer Rates (College)
IDENTIFIERS- *Virginia Community College System

This document discusses the transfer rates of students who entered Virginia's community colleges in the fall of 1995, using the methodology developed by the Center for the Study of Community Colleges. Numerous tables in the document include individual college rates with breakdowns by race/ethnicity and gender. College-specific transfer rates are provided for both the public-institution transfers and for all of Virginia's higher education institutions. Also listed are the four-year receiving colleges for each community college's transfers. Report highlights include: (1) 23,868 students entered a Virginia community college in the fall of 1995, of whom 2,641 earned 12 credits in four years and also enrolled at a four-year public institution; (2) nearly identical proportions of men and women (27.4% and 27.5%, respectively, earned the 12 credits and transferred to a Virginia public or private institution; and (3) transfer rates varied by race, from 19% for African Americans to 29% for whites. (JA)

ED 452 932   JC 010 380

McHewitt, Earl R.; Taylor, Garry
Perkins Core Performance Measures: Results and Targets, 1999-2000.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Community Colleges; Educational Assessment; Educational Quality; *Institutional Evaluation; School Effectiveness; Two Year Colleges
IDENTIFIERS- *Performance Indicators; *Virginia Community College System

This document describes the Virginia Community College System their first year in school. (Contains 14 references.) (KB)

ED 452 951 PS 029 400

Rathbun, Amy H.; Hausken, Elvira Germino
How Are Transition-to-Kindergarten Activities Associated with Parent Involvement during Kindergarten?
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Catholic Schools; Comparative Analysis; Family School Relationship; Institutional Characteristics; *Kindergarten; Kindergarten Children; Longitudinal Studies; Outreach Programs; *Parent Participation; *Parents; *Preschool Teachers; Primary Education; Private Schools; Public Schools; *School Readiness; Teacher Behavior; *Transitional Programs
IDENTIFIERS- Early Childhood Longitudinal Survey; *Transitional Activities

This study identified the types of transition activities practiced by kindergarten teachers/schools around the country, the relation of various school characteristics to transition activities, and the relation between transition activities and parent involvement during kindergarten. The study sample was comprised of 2,826 public school and 417 private school kindergarten teachers participating in the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99. Data were obtained from teacher and administrator questionnaires. Findings indicated that teachers used an average of three transition activities, the most common being phoning and sending information home about the program, inviting parents and children to visit the classroom prior to beginning school, and inviting parents to a pre-enrollment orientation. Teachers in schools with low proportions of at-risk children, minority children, or English language learners reported more transition activities than teachers in schools with higher proportions of these groups. Compared with teachers in public and other private schools, significantly higher proportions of teachers in Catholic schools reported telephoning or sending home information, hosting pre- enrollment visits by parents and children, and shortening school days at the start of the kindergarten year. Teachers in schools with lower proportions of low-income or minority families reported greater parent attendance at conferences, open houses, and art/music events. The proportion of parents volunteering regularly was associated with the proportion of low-income families. Regular parent volunteers were most prevalent in private schools. Several transition activities were associated positively with parent participation. Contains 10 references and 5 tables. (KB)

ED 452 952 PS 029 435

Kindergarten in Alberta: A Handbook for Parents, 2000-2001.
PUB DATE- 00
NOTE- 34p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998

section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 970 PS 029 453

Curriculum Handbook for Parents, 2000-2001: Catholic School Version, Grade 7.
PUB DATE- 00
NOTE- 46p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 Catholic school series, see ED 421 293-404. For the 2000-2001 Catholic school series, see PS 029 446-456.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 7; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 7 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 7 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health and Personal Life Skills"; (9) "Information and Communication Technology"; and (10) "Optional Courses" in Career and Technology Studies, Fine and Performing Arts, and Language Programs and Courses Other than English. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 971 PS 029 454

Curriculum Handbook for Parents, 2000-2001: Catholic School Version, Grade 8.
PUB DATE- 00
NOTE- 45p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 Catholic school series, see ED 421 293-404. For the 2000-2001 Catholic school series, see PS 029 446-456.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

to participate in research studies. The final section contains abstracts of the 27 research reports on informal child care used for this report. Three appendices include a glossary, a discussion of methodological issues, and a listing of additional resources. (Contains 43 references.) (KB)

ED 452 988 PS 029 484

Maddux, Hilary; Cobb, Nina
State of the World's Mothers, 2001.
SPONS. AGENCY- Bill and Melinda Gates Foundation.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 01
NOTE- 45p.; For 2000 Report, see ED 442 560.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Contraception; Developed Nations; Developing Nations; Educational Attainment; *Equal Education; *Family Planning; *Females; Foreign Countries; *Mothers; Public Policy; Quality of Life; Research Needs; *Social Indicators; Statistical Analysis; *Well Being
IDENTIFIERS- *Indicators; *Parent Needs

Noting that the well-being of children and that of mothers cannot be separated, this report uses the Mothers' Index to compare the well-being of mothers and children in 17 developed countries and 77 developing countries. The Mothers' Index is a composite of elements contributing to a woman's well-being, including health status, educational status, and political status, and children's well-being. Data were based on published statistics from governments, international agencies, and research institutions. In addition, the report compares 42 developed countries and 98 developing countries, using the Girls' Investment Index, an assessment of the current status of girls and young women and comprised of indicators in four areas: safe motherhood, young motherhood, girls' health, and girls' education. This report confirms the preceding year's finding that the well-being of women and children is inextricably linked and makes a strong case that an investment in girls and young women will pay off in their own lives and in the lives of their children. Investments in safe motherhood programs and practices and in education for girls and women appear the most essential. National wealth alone does not guarantee the health and well-being of mothers and children. Recommendations from the analysis include the following: (1) ensure access to key components of safe motherhood--prenatal health care, skilled health assistance at birth, emergency obstetric care, and modern contraception; (2) expand educational opportunities for girls and women; and (3) develop policies and programs to protect women and girls from HIV/AIDS and from gender-based violence. Appended is each country's score for each component of the two indices, a description of the methodology, and research notes. (Contains 31 footnotes.) (KB)

ED 452 989 PS 029 485

Klass, Carol S.
The Child Care Provider: Promoting Young Children's Development.
PUB DATE- 99
NOTE- 320p.
LANGUAGE- English

Barnhardt, Ray; Kawagley, Angayuqaq Oscar; Hill, Frank
Cultural Standards and Test Scores.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Office of Systemic Reform.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Alaska Natives; American Indian Education; *Culturally Relevant Education; Educational Change; *Evaluation Methods; High Schools; *High Stakes Tests; Politics of Education; Rural Education; *State Standards; Student Evaluation
IDENTIFIERS- *Alaska

Two features limit the value of legislatively mandated high-stakes tests such as Alaska's Benchmark and High School Graduation Qualifying Exam as accountability tools in the current standards-driven environment. First, the sheer numbers of tests administered have led to a reliance on multiple choice and short-answer questions, with only minimal use of more useful, performance-based approaches to assessment. This has left the harder-to-measure aspects of the standards in the background. Teachers are left to choose between teaching the full range of learning outcomes, or teaching to the test. The second problem is that when high-stakes tests are used to determine things such as grade-level promotion, eligibility for graduation, teacher reward/punishment, and school ranking, test-makers design the tests around legal defensibility rather than educational considerations. When there are significant group variations in test performance, as in cross-cultural situations found in rural Alaska, it is important not to fall into the trap of blaming the victim and respond by intensifying the current curriculum, extending schooling, or sending students to boarding schools. The Alaska Rural Systemic Initiative (AKRSI) has demonstrated that an education system with a strong foundation in the local culture produces positive effects in all indicators of school success, including test scores. AKRSI has developed cultural standards to assist schools that regard cultural considerations as an important part of the design of their educational programs. (TD)

ED 453 009 RC 022 749

Teagarden, Jennifer
A Comparison of Local Concerns in West Virginia Communities: 1996 and 2000. Research Paper 2016.
SPONS. AGENCY- Northeast Regional Center for Rural Development, University Park, PA.
PUB DATE- 00
NOTE- 25p.; This paper is based upon work supported by the Cooperative State Research, Education, and Extension Service, U.S. Department of Agriculture.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Needs; Community Surveys; *Economic Development; *Educational Needs; *Local Government; Planning Commissions; Quality of Life; *Regional Planning
IDENTIFIERS- *West Virginia

In 2000, a survey of 148 local government officials in West Virginia sought information in eight areas of local issues, including community needs. This paper focuses on responses of tests with White, Hispanic, and African American students found that each test had its advantages and disadvantages and worked better with some populations than others. Researchers tested whole classes as the first step in the identification process, an approach that eliminates teacher judgment and provides greater equity of opportunity. (SV)

ED 453 027 RC 022 974

Heimbecker, Connie; Bradley-Wilkinson, Evangeline; Nelson, Bernita; Smith, Jody; Whitehair, Marsha; Begay, Mary H.; Bradley, Brian; Gamble, Armanda; McCarty, Nellie; Medina, Catherine; Nelson, Jacob; Pettigrew, Bobbie; Sealander, Karen; Snyder, Marla; White, Sherri; Redsteer, Denise; Prater, Greg
Rural Navajo Students in Kayenta Unified School District's Special Education Programs: The Effects of Home Location and Language.
PUB DATE- 01
NOTE- 8p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; Cultural Awareness; *Cultural Differences; Elementary Secondary Education; *Family School Relationship; *Limited English Speaking; *Navajo (Nation); Reservation American Indians; Rural Education; *Special Education; *Teacher Attitudes
IDENTIFIERS- Disproportionate Representation (Spec Educ); *Kayenta Unified School District AZ

In Kayenta Unified School District (KUSD) on the Navajo Reservation, 92 percent of students come from homes where Navajo is the primary language, but many students entering school are not fluent in either English or Navajo. A survey of 23 educators examined the effects of language and culture on the likelihood that a student would be placed in special education classes. Although many respondents expressed concern about the potential mislabeling of Navajo students in off-reservation schools, KUSD was seen as a model provider of special education services for Native American students. KUSD school psychologists (who are Navajo) and other KUSD special education staff help to ensure that special education assessments are contextualized and culturally sensitive, use both the Navajo and English languages, occur over an extended period of time, and are conducted by a multidisciplinary team of educators and parents. Respondents also discussed the influence of the teacher's predominant culture and proficiency in English and Navajo on Navajo students' placement in special education, the need for teachers to be aware of the child's predominant culture and living conditions, the importance of family-school partnerships and difficulties in creating them, opinions about full inclusion, and particular disadvantages faced by very rural students. (SV)

ED 453 028 RC 022 975

Gilberts, Marilyn
Who Me? The Dilemma of Rural Special Education in the English Language Learner World.
PUB DATE- 01
NOTE- 8p.; In: Growing Partnerships for Rural Special Education.

agencies in the change process. An appendix lists working group participants. (SV)

ED 453 045 RC 023 004

Saunders, Lesley
Effective Schooling in Rural Africa Report 2: Key Issues Concerning School Effectiveness and Improvement.
PUB DATE- 00
NOTE- 31p.; For related "Effective Schooling in Rural Africa" documents, see RC 023 003 and RC 023 005-006. Produced by the Effective Schools and Teachers Thematic Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Developed Nations; Developing Nations; Educational Improvement; Educational Policy; *Effective Schools Research; Elementary Secondary Education; Foreign Countries; Improvement Programs; *Rural Education; Rural Schools; *School Effectiveness; *Teacher Effectiveness
IDENTIFIERS- Africa

This report presents an overview of the literature on school/teacher effectiveness and improvement, with a focus on implications for developing countries. Sections 1-2 discuss the trend toward site-based management, which has increased pressures on individual schools and their staff; eight key domains of school effectiveness; and the need to understand how policy requirements and decisions are linked to research evidence and knowledge utilization. Section 3 lists the types of statutory and nonstatutory policy interventions being used to improve school effectiveness and teacher effectiveness, lists characteristics of school and teacher effectiveness found in studies in developed countries, examines evidence from the "school improvement movement," and discusses the importance of capacity building. In general, the literature shows that successful improvement projects depend on understanding the local economic and cultural context, diagnosing the problem accurately, implementing appropriate strategies sensitively and efficiently, encouraging teachers to work together, creating connections within the educational system and with outside agencies, evaluating throughout the process, and keeping pupils' learning needs at the center of every initiative. Section 4 discusses the context of school effectiveness and improvement in rural Africa, looks at the limited research on school effectiveness in developing countries and the limited transferability of research from developed countries, argues in favor of using a case study approach, and outlines a conceptual framework for factors affecting school effectiveness. (Contains 59 references.) (SV)

ED 453 046 RC 023 005

Effective Schooling in Rural Africa Report 3: Case Study Briefs on Rural Schooling.
PUB DATE- 00
NOTE- 72p.; For related "Effective Schooling in Rural Africa" documents see RC 023 003-004 and RC 023 006. Produced by the Effective Schools and Teachers Thematic Group, Basic Education Cluster, in partnership with the Africa region.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Change Strategies; *Educational

ED 453 067 SE 064 723

Russell, David; Lucas, Keith B.; McRobbie, Campbell J.
Microprocessor Based Laboratory Activities as Catalysts for Student Construction of Understanding in Physics.
PUB DATE- 99
NOTE- 20p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Constructivism (Learning); *Educational Technology; Foreign Countries; High Schools; Laboratories; *Physics; *Science Activities
IDENTIFIERS- *Kinematics; *Microcomputer Based Laboratories

From the theoretical reference frame of constructivism, much of the rhetoric and positive research findings in support of microprocessor based laboratory (MBL) activities facilitating science learning can be interpreted in terms of the increased opportunities for student-student interactions and peer group discussions about familiar and discrepant events in relation to ready-to-hand data. However, the rhetoric is not widely matched by practice. It is possible that teachers' failure to utilize MBL activities more widely is a result of not recognizing their capacity to transform the nature of laboratory activities to be more consistent with contemporary constructivist theories of learning. This research aimed to increase understanding of how MBL activities specifically designed to be consistent with a constructivist theory of learning support or constrain student construction of understanding. It was conducted in a Year 11 physics class, comprising 14 boys and 3 girls, taught by the first author. Seven activities relating to kinematics were prepared in predict-observe-explain format. Students worked in pairs in laboratory sessions that were part of the normal class program. Data sources included video and audio recordings of students and teacher during each laboratory session, computer records of all data sets recorded by students, students' written notes and reports, semi-structured interviews with selected students, and the teacher's reflections on each session. Analysis of students' discourse and actions revealed many instances where students' initial understanding of concepts of displacement, velocity and acceleration were challenged by the data presented on the computer screen, and their negotiation of new understanding was mediated in multiple and subtle ways by the computer display. Students invented numerous techniques for manipulating data in the service of their emerging understanding. Recommendations are made for development of appropriate pedagogical strategies incorporating MBL activities, which will likely catalyze student construction of understanding. (Contains 29 references.) (Author)

ED 453 068 SE 064 725

Haimes, David H.
Graphics Calculators in Examinations: A Question of Equity?
PUB DATE- 99
NOTE- 11p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English

Appendix 1 lists project advisory committee members, Appendix 2 lists "For Democracy's Sake" workshop participants, and Appendix 3 contains extensive tables of data regarding foundation assistance. (Includes a bibliography.)(BT)

ED 453 088   SO 031 380

Haas, Mary E.
How Can Teaching Geography Contribute to the Understanding of the Common Good?
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (79th, Orlando, FL, November 19-21, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; *Geographic Concepts; *Geography; *Geography Instruction; Lesson Plans; Secondary Education; Student Evaluation
IDENTIFIERS- National Geography Standards; National Social Studies Standards

This lesson plan for instruction in geography addresses three social studies standards (People, Places and Environments; Culture; Civic Ideals and Values) and seven geography standards (development of mental maps; physical and human characteristics of places; people create regions to interpret the earth's complexity; patterns and networks of economic interdependence; how human actions modify the physical environment; how physical systems affect human systems; use geography to interpret present and plan for future). The lesson plan includes materials needed, a rationale, seven student objectives, detailed teaching procedures, and assessment guidelines. The lesson can be adapted to younger or older students. The lesson uses geography to illustrate differences among peoples, particularly how terrain and available resources influence cultures. Students match pictures with physical location on a map, classify as either physical or human geography, predict uses and changes of landscapes, and develop a rationale of land usage while identifying the conflicting values and arguments in decisions to preserve or change an area. Contains two handouts. (BT)

ED 453 089   SO 032 048

Seidel, Julie
The Phenomenon of Questioning as Perceived by Visual Arts Students.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This project has been assisted by the Commonwealth Government through the Australia Council for the Arts, its art funding and advisory body. Document contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Cultural Context; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Inquiry; *Learning Processes; *Teacher

people about: (1) the mechanics and responsibilities of citizenship; and (2) the diverse cultures and peoples in the world. The two mandates are usually met through separate social studies courses, such as civics and U.S. history for the first and world history, geography, and culture studies for the second. This curriculum unit bridges the two mandates and is based on the article "Guidelines for Global and International Studies Education." The resulting framework contains three content dimensions: global challenges, culture and world areas, and global connections. Built into these dimensions are knowledge, skill, and participation objectives. The unit is divided into four sections: "Global Challenges" (14 activities); "Culture and World Areas" (10 activities); "Global Connections" (10 activities); and "Student Handouts" (28 handouts). (Contains 48 references.) (BT)

ED 453 110 SO 032 749

Sanders, Jo; Campbell, Patricia B.
Using Mentors and Interdisciplinary Teams To "Genderize" Teacher Education.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Gender Issues; Higher Education; *Interdisciplinary Approach; Mathematics Education; *Mentors; *Preservice Teacher Education; Program Descriptions; Science Education; *Sex Fairness; Teacher Education; *Teamwork; Technology Education
IDENTIFIERS- Students as Subjects

This paper describes a national project concerning gender equity in teacher education in mathematics, science, and technology. Using a model of external mentors and on-site teams, the Teacher Education Mentor Program (TEMP) worked with seven universities to facilitate the inclusion of gender equity in individual college courses and in college of education programs, policies, and practices. Professor course syllabi from 1996 were compared to their end of project 1999 syllabi as were their 1996 and 1999 written statements on gender equity in their classes. Ongoing professor and mentor interviews were conducted as were site visits. Results indicated greater degrees of institutional change and self reported individual change than changes in syllabi. Reasons for the mixed results and lessons learned are discussed. (Author/BB)

ED 453 111 SO 032 750

Healy, Tom; Cote, Sylvain
The Well-Being of Nations: The Role of Human and Social Capital. Education and Skills.
PUB DATE- 01
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developed Nations; Developing Nations; *Economic Progress; Foreign Countries; *Role of Education; Social Science Research; *Well Being
IDENTIFIERS- Empirical Research; Globalization; *Human Capital

human geography for grades K-12 and the university level. It provides checklists for pre-field planning, reconnaissance of the site, preparation and training, data collection, and evaluation of the findings. The project guide is divided into the following chapters: (1) "Fieldwork in the Geography Curriculum: Filling the Rhetoric-Reality Gap"; (2) "Survey of the Literature on How Fieldwork Affects Learning"; (3) "Designing, Planning, and Implementing Fieldwork"; and (4) "Examples of Fieldwork." Contains extensive references, as well as many tables, figures, cartoons, and photographs. (BT)

ED 453 130   SO 032 777

Tolo, Kenneth W.
The Civic Education of American Youth: From State Policies to School District Practices. Policy Research Project Report 133.
PUB DATE- 99
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; *Citizen Role; *Citizenship Education; Course Content; *Educational Policy; *Educational Practices; Elementary Secondary Education; *State Standards; Student Needs
IDENTIFIERS- National Social Studies Standards; *State Policy

Civic education plays an essential role in strengthening the democratic society, preparing informed citizens, and promoting their participation in the civic life of their communities. This project explores state K-12 civic education policies and related requirements nationwide, as well as factors that shape K-12 civic education policies and practices in school districts and schools. The first two chapters of this report provide the national and state contexts for content standards in core subject areas, including civics; review state constitutional provisions and statutes that promote civic education; and examine how social studies standards, assessment, teacher certification, and other state policies build on these provisions and statutes. Recognizing the centrality of state standards, chapters 3 through 5 examine the extent to which the civics content in state standards promotes civic dispositions, civic intellectual skills, and civic knowledge, respectively. Chapters 6 through 11 examine several influences on civic education at the district level: standards; instructional materials; assessment; professional development; extracurricular and co-curricular activities; and individuals, organizations, and funding. Chapter 12 provides recommendations for developing sustainable state and school district civics commitments that ensure systematic attention to civic education in grades K-12. Key findings from the project report are included, as are extensive chapter notes, and 47 tables of data. Seven appendices contain additional information. (BT)

ED 453 131   SO 032 787

Acedo, Clementina; Uemura, Mitsue
Education Indicators for East Asia and Pacific.
PUB DATE- 99
NOTE- 123p.; Prepared with Christopher J. Thomas, Yoko Nagashima, and Kathy Li Tow Ngow. Joint effort of the World Bank, East Asian Region and the Education Group of the Human Development Network.
LANGUAGE- English

8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Audience Response; Communication Research; *Health Behavior; Health Education; Literature Reviews; Meta Analysis
IDENTIFIERS- Celebrities; *Health Communication; *Johnson (Magic); Message Perception; Risk Taking

This meta analysis summarizes the available data concerning the impact that the 1991 announcement of Earvin "Magic" Johnson, a National Basketball Association all-star, had on the issues concerning HIV infection and testing. The analysis notes that the effect of Johnson's disclosure may not be uniform for all possible outcomes. Some outcomes of education and prevention efforts focus on increasing the level of accurate knowledge of the general population. Other outcomes deal with diminishing the spread of the disease by suggesting means of reducing exposure. Results demonstrate that the announcement increased the level of accurate knowledge in persons; the number of persons undergoing testing for HIV; and the desire to obtain more information. For adults the impact of the announcement was to increase the perception of vulnerability, while for children/adolescents the announcement diminished the perception of risk. Contains 30 references. (Author/BT)

ED 453 150 SO 032 825

Jones, David
The Impact of Age-Discrimination on Older People of Color Who Wish To Teach.
PUB DATE- 01
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Age Discrimination; *Andragogy; Black Students; Educational Environment; *Educational Principles; Higher Education; Student Surveys; *Teaching (Occupation)
IDENTIFIERS- Knowles (Malcolm S); *People of Color

This paper discusses Martin University, the only predominantly African-American school of higher learning in Indiana. Its philosophy is that higher education needs to be made available to all who can benefit. Martin University consciously exists to assist adult-aged individuals and the whole community to become free of everything that holds the people back from higher education, career achievement, personal satisfaction, and the passionate joy of life lived to the fullest. Martin University, through its "healing" and "freedom" mission, helps adult students abrogate their negative self-imposed doubts by having the freedom to integrate their life experience and knowledge within the classroom. Instructors serve as facilitators of learning, using the andragogical approach developed by the educational theorist Malcolm Knowles. In a random survey of approximately 60 Martin University students, over 90% reported their great satisfaction with Martin University as a place of learning. (BT) total teacher efficacy constructs; and 425 distinct and 973 total predictor constructs. Meta analyses were conducted on research hypotheses occurring five times or more. Seven relationships between a teacher efficacy construct and a predictor construct were addressed through a meta analytical process. Sample sizes for studies included ranged from 5-31. Size and direction of relationships identified in the 89 primary studies for the research hypotheses occurring five or more times was closely aligned with size and direction of relationships identified in the theoretical framework of this investigation. The review identified: an inverse relationship between personal teaching efficacy and general teaching efficacy; a positive relationship between female gender and personal teaching efficacy and general teaching efficacy; a positive relationship between overall teaching efficacy and general teaching efficacy with years of experience. Recommendations to guide primary studies focus on: data reporting standards, indicators of explained variance, and uniformity of measures. (Contains 46 references.) (SM)

ED 453 171   SP 039 970

Butroyd, Robert; Somekh, Bridget
The Teachers' Role in Inculcating Values through a Mandated Curriculum: Isolation and Instrumentalism in High School Science and Language Arts Classrooms in England.
PUB DATE- 01
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Grade 10; High Schools; Language Arts; *Moral Values; Secondary School Science; Secondary School Teachers; *Social Values; Student Attitudes; Student Behavior; Teacher Attitudes; *Teacher Role; *Values Education
IDENTIFIERS- Respect; Teacher Isolation; United Kingdom

This study examined interrelationships between educators' role in teaching values and their responsibility for teaching mandatory curricula and preparing students for formal assessment. It investigated 15 British teachers' values as transmitted to 10th grade science and language arts students, gauging the impact of their values on student experience. Teacher interviews were followed by classroom observation in which two critical incidents were selected as the focus for followup interviews with teacher-student groups. Critical incidents related to subject matter and classroom management, student behavior, and teacher control. Overall, teachers emphasized the demands of the examination system, transmitting largely instrumental values. English teachers were more likely than science teachers to explore intrinsic values. Teachers of disruptive students often appealed to the instrumental value of the subject. English teachers introduced their values as part of a balanced debate. Science teachers were uncertain about the role of values in subject teaching. Respect was ill-defined but linked to teacher power. Science teachers did not exhibit resistance to the dominant culture of testing and imposed curriculum. Less academically successful students were alienated from science values. They saw school rules rather than shared values as indicators of social injustice and double standards. (Contains 17 references.) (SM)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Freehand Drawing; Group Instruction; Grouping (Instructional Purposes); Higher Education; Preservice Teacher Education; Student Teachers; *Teacher Collaboration; Videotape Recordings; World Wide Web
IDENTIFIERS- Complex Instruction; Practical Knowledge; *Teacher Knowledge

This study investigated how electronically transmitted multimedia collaboration facilitated appropriation of pedagogical and conceptual tools by preservice and practicing teachers in two different regions of the country, all of whom were interested in groupwork. Researchers sought to support practicing teachers' implementation of complex instruction by provoking reiterative analytic search of key theoretical propositions necessary for providing constructive criticism of prospective teachers' graphic representations of group work. They also sought to support preservice teachers' appropriation of important propositional knowledge and corresponding pedagogical tools through the exchange of intellectual resources with practicing teachers. Researchers posted on a Web site preservice teachers' drawings of groupwork for critique. The drawings represented various partial appropriations of the pedagogical tools central to complex instruction. A classroom videotape was also posted to encourage discussion of potential problems in using student groups. Data from focus group discussions and critiques of drawings indicated that: drawing helped formalize teachers' understanding of pedagogical and conceptual tools; critiques highlighted patterns of representation and misrepresentation of conceptual and pedagogical tools that occurred; multiple simulations were important for understanding the nature of teaching and learning through groupwork; and videotapes of practicing teachers shown on a Web site could generate interaction between teachers in diverse regions. (Contains 31 references.) (SM)

ED 453 191   SP 039 992

Davis, Danne; Jackson, Janna M.; Pizzi, Jonathan D.
The Schooling Transformative Process: How Schooling Shapes Values.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Moral Values; Preservice Teacher Education; *Social Values; Student Attitudes; *Teacher Influence; Values Clarification

This study examined the role of schooling in shaping student values, examining how teachers' cultural, religious, and other personal values influenced their teaching practice and how supervisors and mentors of preservice and inservice teachers needed to help them uncover their individual values and biases. The study involved 12 inservice and former classroom teachers with experience in a variety of settings. Participants completed interviews in which they discussed how their values shaped their teaching. They also brought in lesson plans for analysis. Gradually, the focus of the study moved from examining the extent to which teachers' values informed their practice to how schooling shaped students' individual values. Researchers coded and analyzed the data, which indicated that teachers' values did not always complement the values of the family, community, or school. Teachers saw their students as coming to school with externally influenced values, and saw the

ED 453 211 SP 040 012

Mahlamaki-Kultanen, S.; Virta, I.; Lylynpera, T.
Students as Developers of the Curriculum: Case High Tech and the Caregiving Enterprise in the Training of Caregivers.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Caregivers; Curriculum Development; *Entrepreneurship; Foreign Countries; *Health Personnel; Higher Education; *Student Participation; Technology
IDENTIFIERS- *Caregiver Training; Finland

This action research study by a team of Finnish teachers and students training to be caregivers (practical nurses, secondary education) examined the curriculum development process, involving student participation. The research included Delphi and pedagogical development methods. Delphi was implemented in two phases. In the first round 16, and in the second round 81, caregivers and representatives of caregiving, teaching, and teaching administration were chosen. The first round involved interviews, and the second round involved questionnaires. Respondents expressed their opinions on the theme areas, and statements were formulated on a five-point Likert scale. Models for entrepreneurship and use of high-tech were developed based on the Delphi findings and evaluated in 2000. Respondents had a unanimous vision for the future regarding caregiving services and entrepreneurship. Many different views on the content of entrepreneurship emerged from the interviews. Four adult students conducted a market survey and presentation of caregiving entrepreneurship halfway through their studies at a trade fair for enterprise. Three student groups interviewed people at the place where they were doing their practical training, examining the development of high tech and entrepreneurship. There was considerable variation in the attitudes of workers toward technology. (SM)

ED 453 212 SP 040 013

McInerney, Valentina; McInerney, Dennis M.; Cincotta, Madeleine; Totaro, Paolo; Williams, Debra
Teacher Attitudes to, and Beliefs about, Multicultural Education: Have There Been Changes over the Last Twenty Years?
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Cultural Pluralism; Diversity (Student); Elementary Secondary Education; Foreign Countries; *Language Maintenance; Language Minorities; Limited English Speaking; *Multicultural Education; *Teacher Attitudes
IDENTIFIERS- *Australia

This study compared Australian teachers' attitudes toward multicultural education in 2000 with their attitudes in 1979, focusing on: fostering community language maintenance, fostering cultural identity and prestige maintenance, and fostering the benefits of multiculturalism within the community. Participating schools included: those which had been

Test Construction

IDENTIFIERS- *Dimensionality (Tests); *Item Bundles; Item Dependency Model

A data set collected by the Science Education for Public Understanding Program (SEPUP) that has both dimensionality and dependence characteristics was studied, and an item bundle model nested in a multidimensional random coefficients multinomial logit (MRCML) model (R. Adams, W. Wang, and M. Wilson, 1997) was applied to this data. Data are from the field test of an assessment system for a yearlong middle school science curriculum, "Issues, Evidence, and You" (IEY). The SEPUP link tests have both multidimensionality and item dependence issues. Because the performance assessment was time consuming, only a small number of items could be given to each student during the testing period. For this reason, each item was specifically designed to be multidimensional and scored on a number of variables or elements. A multidimensional item bundle analysis suggests that most of the items are dependent within each bundle, no matter whether the bundles are unidimensional or multidimensional. Analyses showed that interaction effects did exist for most of the pairwise score combinations. The effects were more prominent for the bundles in which items measure content knowledge. Taking the item dependence into account may make the correlation among latent dimensions more accurate and meaningful. Nine appendixes contain additional information about the analyses. (Contains 18 references.) (SLD)

ED 453 231 TM 032 582

Crislip, Marian A.; Chin-Chance, Selvin

Using Traditional Psychometric Methodologies and the Rasch Model in Designing a Test.

PUB DATE- 01

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Difficulty Level; *Item Response Theory; Psychometrics; *Reliability; State Programs; *Test Construction; Testing Programs; *Validity

IDENTIFIERS- Hawaii; *Rasch Model

This paper discusses the use of two theories of item analysis and test construction, their strengths and weaknesses, and applications to the design of the Hawaii State Test of Essential Competencies (HSTEC). Traditional analyses of the data collected from the HSTEC field test were viewed from the perspectives of item difficulty levels and item discrimination indices. Both classical test theory and item response theory analyses were applied to the HSTEC items. It appears that using both approaches during the test development process will make the resulting instrument more likely to provide data that are reliable for making inferences that are valid. The value that each perspective contributed toward test development also supports the idea that no one method should be used in developing tools to measure latent traits. Whether or not the item tests what is valued should be the primary emphasis in examining test items. (SLD)

ED 453 232 TM 032 583

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Higher Education; *Instructional Design; *Statistics; *Teaching Methods

Some suggestions are presented for teaching statistics. It is helpful to use a framework called backward instructional design, which consists of a series of steps that guide a teacher in constructing effective instruction. The first step in selecting the right pedagogy is to identify essential understandings and skills. Then, assessments that are the best measure of these understandings and skills need to be designed. Once these steps are completed, appropriate pedagogy to help students acquire and demonstrate their understanding and skills can be specified. A review of the literature yields some suggestions for college teaching that can be grouped in to categories of: (1) overcoming fear and anxiety; (2) lecturing creatively; (3) motivating students; and (4) using engaging discussions. Several other pedagogical tips are focused on getting students past four common roadblocks to learning statistics. The first goal is to gain students' attention. It is then necessary to establish a positive learning climate and then to foster deep understanding of essential ideas and principles. A final tip is to make effective use of technology. Sixteen threats to effective teaching are also identified. (Contains 11 references.) (SLD)

ED 453 252 TM 032 789

Lee, Jaekyung; Coladarci, Theodore
Imperative or Choice? Multi-Level and Multi-Measure Analysis of Student Assessment Data for Evaluation of Systemic School Reform.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 01
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Educational Change; Elementary Secondary Education; Estimation (Mathematics); *Evaluation Methods; *School Effectiveness; State Programs; Testing Programs
IDENTIFIERS- *Kentucky; *Maine; Multilevel Analysis; National Assessment of Educational Progress; Reform Efforts; Systemic Educational Reform; Weighting (Statistical)

A systematic analysis of student assessment data from Maine and Kentucky, using National Assessment of Educational Progress (NAEP) data and state and local assessment results, was conducted to address issues of measurement and attribution involved in evaluating systemic school reform. This paper (1) examines ways to cope with the challenges of considering measures of school systems from multiple sources and combining multiple measures of student achievement data using state and local data from Maine; (2) examines ways to tackle the challenges of considering multiple levels of influences on student achievement and attributing achievement results to school effects using NAEP data from Maine and Kentucky; and (3) discusses the usefulness and limitations of multi-level and multi-measure approaches to the evaluation of systemic school reform. Results suggest that it is not necessary to weight each

North Carolina State Board of Education adopted a policy requiring alternative schools to participate in its ABCs Accountability Program during the 1999-2000 school year. The ABCs program is based on Accountability, Basics, and Increased local Control. Alternative schools are public schools offering an alternative, nontraditional, program of instruction for students whose needs cannot be met in a regular school, even with special education programs. In North Carolina, alternative schools are hospital schools, special education schools, or vocational education schools. The accountability plan for each alternative school has six components; three based on state test scores and three based on local indicators in each school's improvement plan. The local superintendent and board of education must approve the Accountability Plan for each alternative school. The alternative schools qualify for recognition levels based on a specified rewards and sanctions schedule. In this first year, a total of 35 different indicators were used by alternative schools as local objective measures of accountability. A comparison of alternative school and regular K-12 school performance in North Carolina shows that alternative schools made the "Expected Growth" goal at almost twice the rate of the regular schools and had fewer schools receiving "no recognition." This may be an artifact of the way that alternative schools qualify for various levels of recognition. It is possible that a school could fail to meet any of the achievement levels based on the ABC program, but because it achieved the local objectives, it could reach the "expected" level of recognition. The results do suggest that it is possible to construct an accountability paradigm for nonstandard or alternative schools that will tap into their uniqueness and yet set an achievement standard as well. (SLD)

ED 453 272 TM 032 809

Floreck, Lisa M.; De Champlain, Andre F.; Kaplan, David
Assessing Sources of Score Variability in a Multi-Site Medical Performance Assessment: An Application of Hierarchical Linear Modeling.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Experience; Computer Software; Licensing Examinations (Professions); Patients; *Performance Based Assessment; *Physicians; *Reliability; *Scores; Skill Development
IDENTIFIERS- *Hierarchical Linear Modeling; Multilevel Analysis; *Standardized Patients

The purpose of the current study was to use multilevel modeling to quantify and explain the sources of score variation in standardized patient (SP) encounters. Through laypersons trained to portray SPs and record medical student actions, SP examinations allow the measurement of examinees' clinical and interpersonal skills. In this study, the SP test assesses the clinical skills of physicians about to enter supervised practice. Four cases were drawn from the SP bank. The number of examinees who saw each of these cases ranged from 357 to 565 with this number being reduced in the checklist (objectively scored) models to those who had already taken step 2 of the U.S. Medical Licensing Examination. The multilevel modelling

IDENTIFIERS- *Kohlberg (Lawrence)

This paper discusses a well-known problem of stage categorization within Kohlberg's theory of moral stages (L. Kohlberg, 1973), that of "Stage 4 1/2." Some subjects previously scored at stage 4 in Kohlberg's framework took on some characteristics of stage 2 reasoning, which suggested the possibility of regression. To reconcile this puzzling pattern in a framework that did not allow for regression, Kohlberg developed a stage 4 1/2, which was considered an intermediate between stages 4 and 5. Kohlberg, and later E. Turiel (1974), tried to interpret this developmental deviation as a marked phase of transition. This paper outlines the taxonomy of moral stages and the principles guiding the genetic construction of stages. The paper also presents an example from a longitudinal study of the analysis of the reasoning of one young man over a duration of 6 years. This analysis shows how the individual developed into, and out of, Kohlberg's stage 4 1/2. The case is made that the conflicts Turiel found in his analysis of stage 4 1/2 subjects' reasoning existed only in his own perspective as a third person evaluating the reasoning of the subjects. Their reasoning reflects the structural aspects that characterize Kohlberg's stage 4 1/2 according to a new taxonomy that calls this stage a stage in its own right. The suggested new stage can integrate Kohlberg's stage 4 1/2 as a genuine stage of moral reasoning. (Contains 24 references.) (SLD)

ED 453 293   TM 032 832

Ediger, Marlow
Assessing Approaches in Upping Student Test Scores.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Gains; Achievement Tests; *Educational Improvement; Elementary Secondary Education; *Scores; State Programs; *Test Coaching; Test Results; Testing Programs

This paper discusses approaches to raising student test scores. At present, 49 of 50 states mandate tests for students in selected grades, and each school district is under pressure to have students score at a higher level than they did before. Teaching students to do better on tests is a frequent approach. It has some advantages, but also has the disadvantages of stressing drill on subject matter over higher levels of cognition and emphasizing some disciplines at the expense of others. Dedicating some class sessions to preparing students for multiple choice tests presents the same problems. Providing time before and after school to help students make up deficiencies in learning can increase achievement test results, but the costs to systems and students may be high. Summer sessions present similar advantages and disadvantages. Promoting parent participation in their children's schooling is another approach to increasing test scores that can have several advantages. Smaller class size is an approach that has many advantages, as is the provision of inservice education to teachers to help student achieve. The limitations of state mandated testing persist in spite of all these approaches, in that such tests center on how a student is doing on only one occasion, ignoring daily and sequential achievement. (SLD)

ED 453 294   TM 032 833

Sorensen, Elaine; Zibman, Chava
Poor Dads Who Don't Pay Child Support: Deadbeats or Disadvantaged? New Federalism: National Survey of America's Families, Series B, No. B-30. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 9p.; Also funded by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Support; Family Income; *Fathers; Federal Aid; *Poverty; *Sex Bias

This brief uses 1997 National Survey of America's Families data to examine characteristics of poor, nonresident fathers who do not pay child support. Overall, poor fathers resemble poor mothers in educational levels and barriers to employment. Of the 2.5 million poor, nonresident fathers who do not pay child support, the two largest groups are black and white, with Hispanic fathers accounting for 14 percent of nonpaying fathers. Fathers and mothers differ substantially in terms of living in institutions. Poor fathers receive less means-tested assistance than poor mothers and participate less in job search or education/training activities. In 1996, the average family incomes for both groups averaged only about 50 percent of the federal poverty level. The largest source of income for both groups is personal earnings. Government anti-poverty programs are still targeted primarily toward poor mothers, with poor, nonresident fathers having only limited access. Food stamps are time limited for these fathers, Medicaid does not reach out to them, and they are not eligible for the child-qualifying Earned Income Tax Credit or for Temporary Assistance for Needy Families cash assistance. (SM)

ED 453 313 UD 034 179

Williams, Stephanie, Comp.
Trends among Hispanic Children, Youth and Families.
PUB DATE- 01
NOTE- 7p.; Edited by Jenice Robinson.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; Educational Attainment; Family Structure; Health Behavior; *Hispanic American Students; *Hispanic Americans; Poverty; Racial Differences
IDENTIFIERS- Risk Taking Behavior

This report presents data on Hispanic Americans, one of the nation's largest racial minorities. Hispanics have had much lower high school completion rates and higher dropout rates than blacks and whites since the 1970s. Hispanic high school students are more likely to carry weapons and more likely to math. White CMS students consistently outscore White North Carolina students, while black North Carolina students consistently outscore black CMS students. More CMS students are taking advanced placement courses and getting high test scores leading to college credits. CMS has one of the highest high school dropout rates of any large school system in the state. (SM)

ED 453 332   UD 034 207

Bradbury, Tom; Cable, Libby
Community Assessment, 2001.
PUB DATE- 01
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Busing; *Educational Quality; Elementary Secondary Education; Equal Education; Low Income Groups; Public Education; *Public Opinion; Questionnaires; Racial Differences; Racially Balanced Schools; State Standards; Student Evaluation; Surveys
IDENTIFIERS- *Charlotte Mecklenburg Public Schools NC

This report presents data from a 2001 telephone survey of registered voters that examined community attitudes and expectations regarding public education in the Charlotte-Mecklenburg public school system (CMS). Respondents were committed to improving public schools and willing to increase taxes to achieve that goal. They expressed ambivalence regarding the quality of CMS schools. Respondents supported the use of state tests in promotion decisions. They confessed ignorance about key educational issues. On issues of equity and student assignment, results were complicated. For example, 78 percent rated ensuring equity of facilities and resources among schools as very important, and 55 percent considered it the most important issue. About 75 percent considered it very important to renovate schools, while 57 percent considered it very important to build new schools. Busing for racial balance elicited strong divisions between whites and blacks, though overall the community did not support it. Confidence in educational decision-making declined from the previous year, though teachers continued to draw the highest ratings, with 50 percent of respondents indicating high-confidence in teachers. Three appendixes present a profile of focus group participants who provided information to guide the survey, the survey questionnaire, and a profile of school districts according to demographic information provided by survey respondents. (SM)

ED 453 333   UD 034 208

McCombs, Barbara L.; Quiat, Melinda
Results of Pilot Study To Evaluate the Community for Learning (CFL) Program. Publication Series No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Change; *Educational Improvement; Elementary Education; Self Efficacy; Student Attitudes; *Student Centered Curriculum; *Student Motivation; Teacher Attitudes; Teacher Effectiveness

Labbo, Linda D.
Toward a Vision of the Future Role of Technology in Literacy Education.
PUB DATE- 99
NOTE- 18p.; In: Forum on Technology in Education: Envisioning the Future. Proceedings (Washington, D.C., December 1-2, 1999); see IR 020 683.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Futures (of Society); Instructional Effectiveness; *Literacy Education; Research Needs; Role
IDENTIFIERS- Access to Technology; Technological Change; *Technology Role

This paper examines how technological innovations are likely to play a role in effective literacy education. The first section introduces three key factors, i.e., definition of literacy, predominate learning theory, and classroom communicative technologies. The second section lays the groundwork with brief glimpses of how the three key factors have been exhibited in elementary school classrooms during the 1930s and the 1990s. The third section forecasts the future of literacy education, including anticipating societal literacy expectations, forthcoming definitions of literacy as digital, expecting computer-equipped homes, formulating relevant learning theories, and venturing into the vision. This section also considers what teachers will know about computer-related literacy, what computer-related literacy tools they will have access to, and what they will do with computer-related instructional tools. The fourth section addresses the following questions: (1) How will children's literacy development be viewed in the near future? (2) Can the field of literacy education expect computers to offer a quick-fix for classrooms where children struggle to attain literacy? (3) With technology changing so fast, would it be safer to wait a while before investing in computers for classrooms and staff development efforts? (4) What counts as research? and (5) What types of research questions may help us realize a vision of a digital literacy instructional program? Several possible research questions are also listed. (Contains 30 references.) (MES)

ED 452 849 IR 020 691

Michaels, Elizabeth A.
E-Mail Communication with First Graders.
PUB DATE- 01
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; *Computer Uses in Education; *Electronic Mail; Elementary Education; Grade 1; Grade 4; Internet; Qualitative Research; Research Problems; Skill Development; Student Motivation

This qualitative study investigated the following questions: (1) How quickly can first graders master basic e-mailing skills? (2) Does communicating through the Internet and e-mail provide motivation or incentive for children to read or write? (3) Will children write with specific conventions due to having an

Retrieval; *Information Services; Information Technology; Library Development; *Library Role; *World Wide Web
IDENTIFIERS- Australia; *Knowledge Management; Search Engines; Technological Change; Usability; *Web Sites

This paper focuses on the development, adoption, and integration of resource discovery, knowledge management, and/or knowledge sharing interfaces such as interactive portals, and the use of the library's World Wide Web presence to increase the availability and usability of information services. The introduction addresses changes in library services due to information technology and summarizes the three basic functions that comprise the knowledge mediation function of the library. The first section discusses portals as an access tool and lists several types of portals, i.e., Consumer Portals, Vertical or Niche Portals, Affinity Portals, Horizontal Portals, Enterprise Resource or Corporate Portals, and B2B or Industry Portals. The second section addresses knowledge management, including trends that play a significant role in the current knowledge economy. The third section discusses the evolution of the library Web site to portal. The fourth section describes the portal development program at the Australian National University for Scholarly Information, including examples of library portals and a schematic representation of the database structure. The final section considers future challenges. (Contains 12 references.) (MES)

ED 452 870 IR 058 129

Lim, Edward
The Last Book: The Delivery of Future Content.
PUB DATE- 00
NOTE- 10p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer Interfaces; *Electronic Publishing; Futures (of Society); *Information Services; Information Technology; Library Materials; *Library Role; *Printed Materials; Publishing Industry
IDENTIFIERS- *Electronic Books

This paper discusses the future of the printed book. The first section considers factors contributing to predictions of its eventual demise and replacement by electronic versions, the increasing volume of digitized material, superior characteristics of digital publications, and the development of technologies that will allow the e-book to become as portable as the printed book. This section also describes the "four B's" test of portability (i.e., the capability to be used in the bedroom, bathroom, bus, and beach), current developments, and barriers to greater usage of e-books. The second section discusses the advantages of print and evidence to support the continuation of print materials. The third section considers the library's response in terms of managing print and digital collections. The fourth section addresses the importance of a common user interface to the delivery of content in the future, and the fifth section presents key properties of the library portal. The sixth section describes the four layers (presentation, applications, protocols, and contents) of the library portal and provides a diagram of portal architecture.

and do required paperwork for the business office. Tutors are expected to be active learners in their classes and in the subject they are tutoring, to be models of effective students habits, and to be managers of their time. Formal training begins with the first training session of the semester. Too often, client files are not as complete as they need to be for an in-depth evaluation of tutoring practices and outcomes. Therefore, end-of-the-term summaries were developed to serve as the collecting tool for assessing the numbers served and to record grades earned. (JA)

ED 452 890   JC 010 333

Franco, Robert W.
The Community College Conscience: Service-Learning and Training Tomorrow's Teachers. Issue Paper.
SPONS. AGENCY- Department of Education, Washington, DC.; Corporation for National Service, Washington, DC.
PUB DATE- 00
NOTE- 10p.; Part of the Compact for Learning and Citizenship project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Community Colleges; Diversity (Student); Institutional Mission; *Service Learning; Social Values; *Student Development; Student Participation; *Teaching Methods; Two Year Colleges

This issue paper discusses service learning in the community college and lists three major cultural values that, in the past, shaped college missions: (1) civic participation--preparing students for effective participation in community life; (2) extending educational opportunity--offering all Americans a low-cost education near their homes; and (3) diversity--cutting across ethnic lines, socioeconomic classes, educational interests, geographical boundaries, and generations. Service learning--a recent teaching and learning method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility--combines these traditional values and revives colleges' original missions. Well structured service learning partnerships are vital to the community college's values and beliefs--its "conscience"-- in many ways: (1) they allow students to be viewed as valuable resources and to create democratic and equitable schools; (2) they train tomorrow's teachers to value democracy and civil diversity; and (3) they transform students into citizens. Kapiolani Community College (Hawaii) is presented as an example of a college that integrates service learning into its curricula. Since 1995, more than 3,000 Kapiolani students have served at more than 70 community-based organizations and schools. (CJW)

ED 452 891   JC 010 334

Hastings, Roscoe
Asynchronous Learning from the Student Perspective.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Distance Education; *Instructional Effectiveness; Internet; *Online Courses;

faculty are tenured; and (2) 4,186 Pell Grants and 650 Perkins loans were offered. Section four offers context-specific references for each of the tables presented in CITY FACTS and also provides details on City University of New York's statistical treatment of enrollment and course data. (CJW)

ED 452 911 JC 010 358

A Profile of Summer 2000 Guest Students at Community College of Philadelphia. IR Report #114.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Student Behavior; *Student Characteristics; Student Educational Objectives; *Summer Programs; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Community College of Philadelphia PA

This report presents a profile of summer 2000 guest students at Community College of Philadelphia (CCP) (Pennsylvania). Many students taking summer courses at CCP attend college elsewhere during the academic year. During summer 2000, approximately 950 students were guest students at CCP. Approximately 10% of the students who took credit courses at CCP during the first summer session were guest students; 37% during the mid-summer session were students elsewhere; and 16% during the second summer session were guest students. Overall, guest students were most likely to be from Drexel University (13.1%). Penn State and Temple universities ran a distant second and third to Drexel (7.2% and 6.0% respectively). Most students noted that price advantage was a factor that entered into their decision to take a summer course at CCP. A recognition that the credits they were accruing during the summer would transfer to their college/university, and the availability of courses were also reasons that motivated a good portion of summer students to take classes at CCP. Regardless of session, approximately 75% of the courses taken by guest students were located on the main campus. (JA)

ED 452 912 JC 010 359

Capital Projects Manual for the Illinois Public Community Colleges.
PUB DATE- 98
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *Community Colleges; *Educational Facilities; Facilities; *Facility Inventory; Facility Planning; Two Year Colleges
IDENTIFIERS- *Illinois Community College Board

This manual is designed primarily for use by those persons at Illinois public community colleges who are responsible for planning and keeping records of college facilities. The Illinois Community College Board (ICCB) is mandated by law to approve the expenditure of state funds for purchase of sites and the construction of facilities and to determine efficient and adequate standards for community college physical plants.

(VCCS) Core Indicators for the Perkins III Core Performance Standards and Measures. Core Indicators and measures include: (1) student attainment, measured by academic and technical skills; (2) completion, measured by graduation rate; (3) placement and persistence, measured by placement, employment, further study, and retention; and (4) equity in program enrollment and completion, measured by representation of minorities and females in enrollment and graduate population. Performance levels and targets are given for each measure, and fall 1999 enrollments and grades, 1999-2000 graduate numbers, and 1997 numbers for the fall entering cohort are given for each college in the VCCS. Data highlights include: (1) at Blue Ridge Community College, 84% of technical majors successfully completed an academic skills course; (2) at Central Virginia Community College, 84% of technical majors successfully completed a technical skills course; (3) at Danville Community College, 33% of first-time, full-time, occupational-technical freshmen completed a program within 150% of the program length; and (4) at Piedmont Virginia Community College, 81% of technical graduates were employed or enrolled in college within 6-12 months following graduation. (JA)

ED 452 933 JC 010 381

Livieratos, Barbara B.
The Millennium QUEST: Results of the Survey. Annual Staff Survey. Complete Set of Tables & Charts. Research Report Number 108.
PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Community Colleges; *Employee Attitudes; *Employees; *Job Satisfaction; Program Evaluation; Two Year Colleges; Work Environment
IDENTIFIERS- *Howard Community College MD

This document provides a quick overview and set of detailed tables of the findings of the annual employee survey at Howard Community College (Maryland). The Quality Evaluation of Service Trends (QUEST) Survey affords all college employees the opportunity to give their assessment of college services, campus climate, job satisfaction, and college leadership. Ratings on service areas were made on a five-point scale ranging from excellent (5) to poor (1). Ratings on the 60 services listed on the survey ranged from 3.07 to 4.30. Some of the units that received high ratings on the survey include the following: theater; test center; print shop; the division of science and technology; and the audio visual services in the teaching/ learning services division. Those units with the highest levels of dissatisfaction were security service, physical education facility, academic support, retention services, and cafeteria. Of the 56 items that can be compared between the 1999 and 2000 surveys, 33 declined in ratings, 22 went up, and one remained the same. As in most areas of the survey, there were differences in campus climate ratings by employment category, with faculty being the most positive in their ratings and support staff the least positive. (JA)

ED 452 934 JC 010 382

KCTCS Kentucky Manufacturing Skill Standards Assessment Center/Assessment Provider Application.
PUB DATE- 01

public school series, see ED 421 282-292. For the 2000-2001 public school series, see PS 029 435-445.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Child Development; Classroom Environment; *Educational Objectives; *Elementary School Curriculum; Foreign Countries; *Kindergarten; *Kindergarten Children; Language Arts; Mathematics; Parent Materials; *Parent Participation; Physical Education; Primary Education; School Readiness; Special Needs Students; Student Evaluation; Transitional Programs; Young Children
IDENTIFIERS- *Alberta

Kindergarten marks a new beginning for parents and their children, and presents challenges for parents as their child makes the transition between home and school. This handbook describes what parents can expect from their child's kindergarten program in Alberta, Canada. The handbook describes how young children learn, how their learning is evaluated, and how parents can be involved in their children's learning. The sections of the handbook discuss: (1) "What are young children like?" focusing on social, physical, intellectual, creative, and emotional development; (2) "What do children learn in Kindergarten?" including English language arts, mathematics, community and environmental awareness, personal and social responsibility, physical skills and well-being, and creative and cultural expression; (3) "How do young children learn?"; (4) "What will you see in the Kindergarten area?"; (5) "How and why is children's learning assessed in Kindergarten?"; (6) "How will Kindergarten meet special needs?"; (7) "How will Kindergarten prepare children for first grade?"; and (8) "How can parents be involved?" The handbook concludes with questions parents may want to ask the teacher and a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 953 PS 029 436

Curriculum Handbook for Parents, 2000-2001: Grade 1.
PUB DATE- 00
NOTE- 34p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 public school series, see ED 421 282-292. For the 2000-2001 public school series, see PS 029 435-445.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Foreign Countries; *Grade 1; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 1

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Art Education; Career Exploration; *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 8; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education

IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 8 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 8 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health and Personal Life Skills"; (9) "Information and Communication Technology"; and (10) "Optional Courses" in Career and Technology Studies, Fine and Performing Arts, and Language Programs and Courses Other than English. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 972 PS 029 455

Curriculum Handbook for Parents, 2000-2001: Catholic School Version, Grade 9.

PUB DATE- 00

NOTE- 45p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 Catholic school series, see ED 421 293-404. For the 2000-2001 Catholic school series, see PS 029 446-456.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Art Education; Career Exploration; *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 9; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; *Secondary School Curriculum; Social Studies; Technology Education

IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 9 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caregiver Child Relationship; *Child Caregivers; *Child Development; *Day Care; Discipline; Early Childhood Education; Language Acquisition; Parent Caregiver Relationship; *Play; Preschool Teachers; Young Children
IDENTIFIERS- Play Learning

Based on the view that child development occurs within a relationship involving mutuality and that development and the teaching/learning process are intertwined with the social environment, this book examines the critical relationship between child care providers and the young children they care for and teach. Along with an extended discussion of research on child development and effective caregiving practices, the book provides vignettes depicting child-caregiver interactions and caregivers coming to understand their work. Also included are interviews with child care professionals that provide perspective on why they chose this career and how they face the challenges of work while staying motivated. The chapters are: (1) "Relationships in Out-of-Home Child Care"; (2) "Social-Emotional Development"; (3) "Language and Communication"; (4) "Guidance and Discipline"; (5) "Play, Learning, and Development"; (6) "Social Environment Problems that Have an Impact on Relationships in the Child Care Setting"; and (7) "Personal History, Professional Competence." (Contains 254 references and 214 supplementary reading recommendations.) (KB)

ED 452 990 PS 029 493

Clayton, Marlynn K.
Classroom Spaces That Work. Strategies for Teachers Series.
PUB DATE- 01
NOTE- 192p.; With Mary Beth Forton. Introduction by Jay Lord. Illustrations by Linsey Doolittle.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Class Organization; *Classroom Design; *Classroom Environment; Classroom Furniture; *Educational Facilities Design; Elementary Education; Elementary School Students; *Furniture Arrangement; Special Needs Students; Student Needs

Creating a physical environment that is organized, welcoming, and well-suited to the needs of students and teachers can present a challenge to both beginning and experienced teachers. Based on the responsive classroom approach, this guide for educators of kindergarten through grade 6 is designed to help teachers set up physical spaces that are conducive to effective learning and teaching. Following an introduction, chapter 1 examines ways to make the classroom fit the range of physical sizes in the group, accommodate children with special needs, and support students' developmental needs. Chapter 2 presents strategies for developing and maintaining an orderly and predictable classroom, including furniture, storage space, clustered work areas, and a personal space for each student. Chapter 3 focuses on the design of the whole-group meeting area of the classroom. Chapter 4 examines how furniture, materials, and storage spaces can be set up for active learning. Chapter 5 presents ways about 11 categories of community needs and compares them to findings from a similar study conducted in 1996. The categories are governmental administration, financial management, public finance, economic development, planning and land use, infrastructure and environmental management, transportation, housing, public health and social services, public safety, and education. Responses were analyzed for the state overall and for the 10 regional planning and development councils. Findings indicate that economic development, particularly recruitment of new manufacturing industry, continued to be the top concern among West Virginia local officials. Education and housing issues remained important overall issues, but public health and social services issues and planning and land use issues gained in importance. Meanwhile, public finance, infrastructure, and environmental management matters became less of a concern. Domestic violence became a more important issue, but the average score remained the same. Appendices present statewide responses by category, overall rankings of all issues examined, and a list of top 10 concerns by planning and development council region. (TD)

ED 453 010 RC 022 800

Tatto, Maria Teresa; Lundstrom-Ndibongo, Virginia; Newman, Brenda E.; Nogle, Sally E.; Sarroub, Loukia K.; Weller, James M.
The Education of Migrant Children in Michigan: A Policy Analysis Report. JSRI Occasional Paper No. 72. Latino Studies Series.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Bilingual Teachers; Culturally Relevant Education; *Educational Needs; Educational Technology; Elementary Secondary Education; *Equal Education; *Family School Relationship; Hispanic Americans; *Migrant Education; Policy Analysis; Politics of Education; *Resource Allocation; *Teacher Qualifications
IDENTIFIERS- Latinos; *Michigan

A Michigan State University policy analysis class explored migrant education in Michigan through literature reviews and interviews with policymakers, teachers, and migrant children and their families. They identified four areas that need attention. First, people who understand the learning needs of migrant students should be recruited as teachers. Teachers who have the dispositions and ability to teach Latinos and other minority groups should be selected. Quality professional development should be available to teachers and aides instructing migrant children, and these teachers and aides should have knowledge of Spanish and English as well as pedagogies that allow self-regulated learning and critical thinking without devaluing diverse cultures. Second, family-school relationships can be strengthened through a "students as ambassador program" to facilitate teacher-parent communication. Third, technologies used in schools should be evaluated for cost-effectiveness, appropriateness for migrant students, and contributions to equitable access to quality education, higher achievement rates, and lower dropout rates. Finally, the allocation of resources should be studied to see how migrant students can gain real access to school personnel and facilities, how qualified teachers and aides can be hired and developed, how students can get technology they can use and "take with them," how to develop funding formulas that are more equitable to small rural schools, and how to deliver the most

Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; *Educational Strategies; Elementary Secondary Education; *Limited English Speaking; Peer Relationship; Reading Instruction; *Rural Schools; Second Language Instruction; *Special Education Teachers; *Vocabulary Development

From 1989 to 2000, the K-12 population of English language learners doubled in the United States and more than tripled in 12 states. When small rural schools first enroll children whose first language is not English, there may be no teachers endorsed specifically to meet linguistic needs, and special educators may be called on for advice. Special education teachers have been trained to meet a variety of special needs, and they are accustomed to involving the family in determining the strengths and needs of a student. In seeking to develop methods and strategies that are sound and functional, special educators can encourage the general educators in their school to provide a balanced educational experience that encompasses systematic phonics-based instruction and a print-rich environment. Vocabulary development is critical to the academic success of English language learners. Various principles and strategies of vocabulary instruction are discussed, including learning from context, teaching word meaning, keyword strategies, and explicit study systems. The valuable resource of peers, whether they know the dominant language of their fellow student or not, can provide a meaningful, interactive, educational experience for all involved. The success of one second-grade English language learner is briefly described. (Contains 25 references and 3 resources.) (SV)

ED 453 029 RC 022 976

Smalley, Sheila Y.; Reyes-Blanes, Maria E.
Lessons Learned: Effective Strategies for Partnering with Rural African-American Parents.
PUB DATE- 01
NOTE- 7p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Education; Blacks; Elementary Secondary Education; Feedback; Information Needs; *Interpersonal Communication; *Parent Attitudes; Parent Participation; *Parent Teacher Cooperation; Rural Education; *Special Education; *Teacher Behavior
IDENTIFIERS- *African Americans; Communication Behavior; Mississippi

A study explored rural African American parents' perceptions of their own and teachers' levels of communication and involvement during the prereferral phase of the special education process. Nine African American parents from rural Mississippi, whose children received special education services, completed questionnaires and participated in a group discussion concerning parent and teacher behaviors during prereferral. The parents perceived themselves as having high levels of

Change; Educational Improvement; Elementary Secondary Education; Foreign Countries; *Improvement Programs; Parent Participation; Partnerships in Education; Professional Development; *Rural Education; Rural Schools; School Community Relationship

IDENTIFIERS- Africa; Asia; Latin America

This document contains 20 case study briefs about efforts to improve rural schools and teachers in Africa, Latin America, and Asia. Some reforms focus on a part of the education system or a particular population; others attempt to change the national education system. At least seven programs were begun as an alternative to government schools. Most programs had key elements of resource provision, teacher development, and community participation. Lessons learned focus on the importance of political commitment and vision, the macropolitical context, broad-based support for innovation, relevance to real community needs, partnerships between the government and others, and flexibility in planning and implementation. Each case study brief includes goals, key background features, strategies and activities, management, evaluation method, success or problems, and potential to go to scale. Some briefs include costs. The programs are: Small Grants Program (Guinea); Harambee Self-Help Secondary School Movement (Kenya); Teacher Support Networks, District Resource Teachers' Program (Lesotho); Fostering Improvements in Pupil Learning: A "Community School" Approach (Malawi); Supporting Teacher Development in Primary Schools (Malawi); Affordable Schools in Rural Villages (Mali); Creating Partnerships for Change (South Africa); The READ Program: Libraries and Materials Development (South Africa); Teacher Development Management System (Uganda); The Gonoshahajjo Sanstha (GSS) Primary Schools (Bangladesh); BRAC Non Formal Primary Education Schools (Bangladesh); Improving Provision through the Use of Geographic Information Systems (Pakistan); Instructional Management by Parents, Communities, and Teachers (IMPACT) Project (Philippines); Lok Jumbish (India); Escuela Nueva (New Schools) (Colombia); Nueva Escuela Unitaria (NEU): New Multigrade School (Guatemala); EDUCO (Educacion con Participacion de la Comunidad) (El Salvador); Diagnostic Assessment: Involving Teachers and Students in Teaching and Learning (Jordan); Improving the Educational Experiences in Grades 1-4 (Palestine); and Establishing School-based Systems for School Review and Development (Palestine). Appendix contains excerpt from "ADEA Prospective, Stocktaking Review of Education in Africa." (SV)

ED 453 047   RC 023 006

Effective Schooling in Rural Africa Report 4: Frequently Asked Questions about Effective Schooling in Rural Communities.

PUB DATE- 00

NOTE- 56p.; For related "Effective Schooling in Rural Africa" documents, see RC 023 003-005. Produced by the Effective Schools and Teachers Thematic Group, Basic Education Cluster, in partnership with the Africa region.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational Improvement; *Educational Quality; Elementary Secondary Education; Foreign Countries; Professional Development; Rural Areas; *Rural Education; Rural Schools; School Administration; School Community Relationship; *School Effectiveness; Teacher Education; Teacher Effectiveness

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; Equal Education; *Graphing Calculators; Mathematics Achievement; Mathematics Instruction; *Sex Differences; *Testing

Analysis of student achievement data following the introduction of graphics calculators to tertiary entrance examinations in mathematics in Western Australia suggests the possibility of an equity problem between the sexes in their usage. While males out-performed females in a number of categories, the most conclusive evidence emerged in questions that were rated as being appropriate for graphics calculator use. (Author)

ED 453 069 SE 064 727

Forgasz, Helen; Leder, Gilah; Kaur, Berinderjeet
Who Can('t) Do Maths--Boys/Girls? An International Comparison.
PUB DATE- 99
NOTE- 15p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; Foreign Countries; Mathematical Aptitude; Mathematical Concepts; Mathematics Education; *Sex Differences; *Student Attitudes
IDENTIFIERS- Australia; Singapore

There has been a long held perception that the field of mathematics is more appropriate for males than for females. The construct, mathematics as a male domain, has been considered a critical variable in explanations for females' under-representation in the most demanding mathematics subjects offered at school and higher education, and in related careers. The widely used Fennema-Sherman Mathematics attitude scales MAS consist of nine subscales including Mathematics as a male domain MD . It has recently been argued that the content of some of the MD items is anachronistic and that responses to others can no longer be reliably interpreted. Two versions of a new scale, loosely based on the MD, have been developed and trialed in Australia and Singapore with students in grades 7 to 10. In this paper, the researchers present general findings which indicate changes in perceptions about some aspects of the gendering of mathematics, discuss the similarities and differences in the perceptions of students in the two countries, and the implications of the results obtained for equity in mathematics education. The overall findings contribute an important dimension to the debate in contemporary society on concerns about the educational disadvantage of boys. (Contains 22 references.) (Author/BT)

ED 453 070 SE 064 730

Puig, Luis, Ed.; Gutierrez, Angel, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME 20) (20th, Valencia, Spain, July 8-12, 1996). Volume 1.
PUB DATE- 96
NOTE- 285p.; For volumes 2-4 and addenda, see SE 064 731-734.
LANGUAGE- English

Student Relationship; *Visual Arts
IDENTIFIERS- Australia (Queensland); Hong Kong

The process of questioning and its relationship to researching, problem solving, and experimentation are central to visual arts education policy in Queensland, Australia. Students are introduced to the world of visual arts within the context of the late 20th century, diversity, and postmodernism. This challenges students as it demands awareness and an embrace of the questioning process. This paper summarizes findings of a case study that examined the phenomenon of questioning as it occurs during the daily exchanges, situations, and experiences of students. The case study focused on a small group of Hong Kong Chinese students who shared a similar (Confucian) heritage and were receiving their education in Australia. This facilitated focusing on issues relating to cultural diversity and the many faces of learning, understanding, and practice, as pursued in the research of Gardner (1989), and Biggs (1990, 1994, 1996). Questioning is defined for the purposes of this study as a mode of inquiry which ultimately builds a person's "sense of truth," "personal reality," and cultural understanding. The findings indicate that the monitoring and facilitating of questioning is a delicate process; perceptions of questioning represent a complex and confronting process for all individuals; questioning demands continual renegotiation of naturalistic generalizations; an awareness of the questioning process is often highlighted through experiences associated with cross-cultural transitions; and questioning is perceived by these students to be significantly purpose-driven, with an emphasis on outcomes rather than process. (BT)

ED 453 090   SO 032 112

Oliveira, Elisabete
Actual Dimensions of the Visual Aesthetic Education (VAE) Process and Teacher's Valuation of Pupil's Work at School.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This project has been assisted by the Commonwealth Government through the Australia Council for the Arts, its art funding and advisory body. Document contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Aesthetic Education; Educational Research; Foreign Countries; Secondary Education; *Student Evaluation; *Teacher Education; *Visual Arts
IDENTIFIERS- *Portugal; Research in Progress; *Teaching Perspectives

This paper reports on research-in-progress motivated by the need to educate Visual Aesthetic Education (VAE) teachers. The research asks, how VAE teachers can find a referential to orient their pupils' work in this time of aesthetic controversy and technological/economic pressures and do this adequately for a class of 30 pupils. The paper summarizes two earlier reports that asked what VAE development is possible and actually takes place in the classrooms. The paper then presents, from the research-in-progress, a synthesis of the emergent valuation referential, drawn from a qualitative analysis of student dialogues in which the teacher tried to remain a mirror-mentor. (BT)

Theory; Knowledge Acquisition; *Social Capital

In a rapidly changing world, the success of nations, communities, and individuals may be linked, more than ever before, to how they adapt to change, learn, and share knowledge. This report helps clarify the concepts of human and social capital and evaluates their impact on economic growth and well being. Although the evidence on social capital is less developed, reflecting the novelty of the concept in economic and social science, the report draws on a number of empirical studies which suggest potentially important correlations between human and social capital. The evidence suggests that human and social capital can be of key importance in contributing to a wide range of positive outcomes, including higher income, life satisfaction, and social cohesion. Although there is no evidence for systematic "under-investment" in either human or social capital, concerns are expressed about the distribution and quality of each form of capital and how this might impact future well being. This report finds that there is limited scope for public policy to change the quality, stock, and distribution of human and social capital in the short term. However, a number of areas are discussed in which public, private, and voluntary actors may leverage long-term improvements in both human and social capital. Appendices are: "Some Measures of Well-being"; "Some Trends in the Social and Economic Environments"; "Determinants of School Attainment: The Research Evidence"; "The Impact of Human Capital on Economic Growth: Some Major Studies"; and "Are Trust and Civic Engagement Declining in OECD Countries?" (Contains 13 pages of references.) (BT)

ED 453 112   SO 032 752

Bowman, Mary Lou; Potts, Annmarie
The Building Blocks of Character Education: Respect, Responsibility, Citizenship.
PUB DATE- 01
NOTE- 97p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Classroom Environment; Grade 4; Intermediate Grades; *Interpersonal Competence; *Program Implementation; Social Studies; *Student Improvement
IDENTIFIERS- *Character Development; *Character Education

This action research report describes a program to improve and enhance students' social skills in and out of the classroom. The targeted population consisted of two fourth grade classrooms at two different suburban sites. The need to address this issue seems to have grown due to an increase in school violence and the decline of the traditional family. Analyzing the causes revealed that students are being influenced by a variety of changes: breakdown in the family, an increase of media intake, no social skill implementation in the curriculum, deficiency of communication between students, low self-esteem and achievement, and insufficient support from parents and teachers to teach social skills. Children are not receiving the nurturing that past generations received, and as a result society is seeing an increasing population of children who are unsure about what is right and what is wrong. Review of the literature suggests poor classroom climate, inadequate character education programs, and lack of student acceptance of responsibility as additional causes. A review of solution

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Foreign Countries; *Geographic Regions; *Global Education; Tables (Data)
IDENTIFIERS- Asia (East); *Asia Pacific Region; *Educational Indicators; Educational Issues

This set of education indicators for the World Bank's East Asia and Pacific Region is designed to provide key policy-oriented data for World Bank staff and clients. The framework is divided into six main chapters: (1) the demographic, social and economic context of education; (2) financial and human resources invested in education; (3) access to education, participation, progression and graduation rates; (4) the learning environment and the organization of schools; (5) student achievement; and (6) social and labor market outcomes of education. The chapters include relevant comparative indicators for developing countries. The education indicators draw on data available from electronic and published data bases within the World Bank, including EdStats, World Development Indicators, Statistical Information Management and Analysis (SIMA), special studies, and Economic Sector Work. They also draw from Organisation for Economic Co-operation and Development (OECD) sources, particularly the World Education Indicators sample, United Nations Agencies, especially UNESCO and the United Nations Development Program, United States Agency for International Development (USAID) Global Education Database, International Labor Organization, International Monetary Fund, Third International Mathematics and Science Study (TIMSS), and client country information systems. The following countries are included: Australia, Cambodia, China, Fiji, Hong Kong, Indonesia, Japan, Kiribati, Korea DPR, Republic of Korea, Lao PDR, Malaysia, Marshall Islands, Federated States of Micronesia, Mongolia, Myanmar, New Zealand, Papua New Guinea, Philippines, Samoa, Singapore, Solomon Islands, Thailand, Tonga, Vanuatu, and Vietnam. Depending on availability, data were collected with a periodicity of five years, starting in 1980 through 1995 and including the last available year. Indicators include economically active population by gender and level of educational attainment; educational attainment by age, gender, and rural or urban areas; employment ratios of youth by level of educational attainment; net enrollment by income quintile; and fertility rates by level of education. (BT)

ED 453 132   SO 032 788

Winter, Carolyn
Women Workers in South Africa: Participation, Pay and Prejudice in the Formal Labor Market.
PUB DATE- 99
NOTE- 54p.; Printed and disseminated under the auspices of the Girls' Education Thematic Group in the Education Department, Human Development Network, of the World Bank.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developing Nations; *Employed Women; Foreign Countries; *Gender Issues; Government Role; *Labor Market; *Sex Discrimination; Social Science Research; Tables (Data); *Wages
IDENTIFIERS- *South Africa

Although concern over labor market inequities in South Africa has focused almost exclusively on racial differences in labor force

ED 453 151   SO 032 837

Osborn, Elizabeth R.
The Seneca Falls Convention: Teaching about the Rights of Women
  and the Heritage of the Declaration of Independence. ERIC
  Digest.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
  Information Analysis Products (071),Information Analyses/State-
  of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Civil Rights; Consciousness Raising; Elementary
  Secondary Education; Females; *Gender Issues; Minority Groups;
  *Sex Discrimination; Slavery; *Social Action; Social Change;
  Social History; Social Studies; *United States History; *Womens
  Studies
IDENTIFIERS- *Declaration of Independence; ERIC Digests; Mott
  (Lucretia Coffin); Stanton (Elizabeth Cady); *Womens Rights
  Convention (Seneca Falls)

Different groups at different times have turned to founding documents of the United States to meet their needs and to declare their entitlement to the promises of the Revolution of 1776. At Seneca Falls, New York in the summer of 1848, a group of U.S. men and women met to discuss the legal limitations imposed on women during this period. Their consciousness of those limitations had been raised by their participation in the anti-slavery movement. Eventually they used the language and structure of the Declaration of Independence to stake their claim to the rights they felt women were entitled to as U.S. citizens. This digest places the events of the Seneca Falls Convention within the larger context of U.S. reform movements of the 1840s, discusses the influence of the Declaration of Independence on the Convention, and provides teachers and students with a sampling of social studies curriculum resources such as primary source documents, books, articles, and lesson plans available through local libraries or the World Wide Web. (Author/BB)

ED 453 152   SP 039 856

Dawson, Thomas C.; Billingsley, K. Lloyd
Unsatisfactory Performance: How California's K-12 Education
  System Protects Mediocrity and How Teacher Quality Can Be
  Improved.
PUB DATE- 00
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120)
DESCRIPTORS- Academic Achievement; Accountability; *Educational
  Quality; Elementary Secondary Education; Peer Evaluation;
  *Performance Based Assessment; Personnel Selection; *Teacher
  Competencies; Teacher Dismissal; *Teacher Improvement; Teacher
  Salaries; Teaching Skills; Tenure
IDENTIFIERS- *California; *Performance Based Pay

This study examines the quality of California's K-12 education, discussing how the system protects mediocrity and how to improve educational quality in the state. It explains that what

ED 453 172   SP 039 971

Rice, Don; Delagardelle, Mary; Buckton, Margaret; Jons, Carolyn; Lueders, Wayne; Vens, Mary Jane; Joyce, Bruce; Wolf, Jim; Weathersby, Jeanie
The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement.
PUB DATE- 00
NOTE- 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; *Board of Education Role; *Boards of Education; Educational Change; Educational Environment; Elementary Secondary Education; *School Districts; Standardized Tests; Teacher Attitudes; Teacher Expectations of Students
IDENTIFIERS- *Georgia; Iowa

This study investigated whether some school boards create higher student achievement than others, studying districts with schools that ranked very high or very low on standardized achievement tests for three academic years. Achievement indicators included percentage of students meeting proficiency standards on the statewide curriculum based assessments. Third, fifth, and eighth graders completed the Iowa Tests of Basic Skills. High school students completed the Georgia High School Graduation Test. Researchers conducted individual interviews with board members, superintendents, and school staff. While specific behaviors and attitudes differed, all respondents cared deeply about doing the right things for children. School board/superintendent teams had fairly amicable relationships. There was some tension in balancing building-level autonomy in site-based management with the need for equity and continuity across the system. Neither high nor low achieving groups successfully closed the learning gap for students with special needs. High achieving district respondents expressed an elevating view of students, while low achieving district respondents accepted student and school system limitations. High achieving respondents had greater understanding of the seven conditions for productive change. They understood that these conditions were connected to action at the building and classroom levels. (Contains 48 references.) (SM)

ED 453 173   SP 039 972

Harber, Clive
State of Transition: Post-Apartheid Educational Reform in South Africa. Monographs in International Education.
PUB DATE- 01
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apartheid; Curriculum; *Educational Change; Educational Environment; Educational Finance; Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; Governance; Higher Education; Language Minorities; Preservice Teacher Education; Racial Bias; Racial Integration; School Desegregation; Sex Bias; Student

school's job as that of transforming those values into shared values of the classroom community and producing individuals with internally derived values. Participants' comments revealed the cyclical nature of the process. They argued that the end product of educated consumers was ideal, and realistically, people will always be influenced by external forces. (Contains 16 references.) (SM)

ED 453 192 SP 039 993

Yildirim, Ali
Instructional Planning in a Centralized School System: An Assessment of Teachers' Planning at Primary School Level in Turkey.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary Education; Elementary School Teachers; Foreign Countries; *Lesson Plans; National Curriculum; *Planning; Teacher Attitudes; Units of Study
IDENTIFIERS- *Turkey

This study assessed Turkish elementary teachers' planning practices in terms of influences, problems, and effectiveness. Participants were 1,194 teachers from 210 schools. Teachers completed questionnaires that collected demographic data and explored their perceptions of instructional planning (types of plans, influences on these plans, effectiveness of the plans, problems faced during planning, and recommendations to improve planning practices). The main influences on unit plans and daily plans were teacher experience, the national curriculum, and textbooks. Colleagues and undergraduate education also influenced planning. Teaching experience influenced teachers' perceptions of the national curriculum and their unit and daily planning. Teachers assigned the most importance to student characteristics and availability of materials in daily planning and the least importance to evaluation procedures and writing objectives. Content coverage and teaching/learning activities were considered of medium importance. Planning problems included gaps between the national curriculum and classroom needs, a standard format for planning, lack of time and resources, lack of support from administrators, lack of cooperation among teachers, and designing lessons for diverse students. Teachers recommended a shorter format in unit and daily plans to make planning more manageable. They wanted more flexibility in adapting the national curriculum to students' needs. (Contains 10 references and 7 tables.) (SM)

ED 453 193 SP 039 994

Blanton, Maria L.; Berenson, Sarah B.; Norwood, Karen S.
Exploring a Pedagogy for Educative Supervision.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Higher Education; Mathematics Teachers; Middle School Teachers; Middle Schools; Preservice

multicultural before the advent of official multicultural policy documents in the late 1970s and continued to be so over the study period; schools that were monocultural during the 20 years; and schools that were transitional during that period. About one-quarter of the teachers and administrators who completed the survey had a non-English-speaking background (NESB). Some improvement was seen in attitudes toward language maintenance since 1979. Though respondents believed students should maintain family languages, they generally felt this was not the school's responsibility. NESB respondents were more positive regarding language maintenance. There was only marginal change since 1979 on attitudes toward the school's role in cultural maintenance, with NESB respondents much more positive on this issue. There was no change in attitudes about the maintenance of community languages being good for Australia since 1979. Though a large proportion of respondents were negative about the issue, NESB respondents were more positive. (Contains 30 references.) (SM)

ED 453 213   SP 040 014

Crawford, Megan
King John's Christmas: Developing Leadership Communities On-Line.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Elementary Secondary Education; Foreign Countries; Information Technology; *Instructional Leadership; Leaders; Online Systems; Principals
IDENTIFIERS- *Learning Communities; United Kingdom

This paper examines how online communities provide space for educational leaders to reflect on and share the affective side of leadership, discussing implications of online communities in leadership and relating it to Wenger's concept of a community of practice. Using research conducted at the United Kingdom's Open University, the paper argues for the use of online conferences as part of headteacher support and development. It examines influencing factors in such an online conference facility, the role of group interaction and participation, and the role of moderators in leadership discussions. The University's Leadership Programme for Serving Headteachers included an information communication technology component. Participants had access to a dedicated Website and conference facility. The study examined use of and attitudes toward online conferencing. Data collection involved technical records generated by the University's servers, telephone surveys, online surveys, and an online conference. Respondents appreciated the ability to maintain contact with other course participants. Headteachers liked being able to conference at their convenience with people who experienced similar issues. They considered the conferencing easy to use and useful. Most respondents logged onto the site weekly (generally from home in the evening). The conference moderator helped facilitate personal learning. (Contains 12 references.) (SM)

ED 453 214   SP 040 015

Koutsoulis, Michalis
Teaching and Production in the Classroom: The Case in Cyprus

Jacobsen, D. Michele
Building Different Bridges: Technology Integration, Engaged Student Learning, and New Approaches to Professional Development.
SPONS. AGENCY- Calgary Univ. (Alberta).
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Educational Technology; Elementary Education; *Elementary School Teachers; Foreign Countries; Learning; *Professional Development; Technological Advancement
IDENTIFIERS- Alberta; *Galileo System; Student Engagement

The human and organizational infrastructure that is required to support the efficacious use of technology by teachers in the classroom was studied in three elementary schools in Alberta, Canada. The resulting impacts on engaged student learning were also studied, and the usefulness of Alberta's Galileo Educational Network Association initiative for professional development and support in supporting the integration of technology in the classroom was evaluated. The investigation involved biweekly visits to the 3 schools from April to June 2000 and interviews with 30 teachers and 48 students in grades 1 through 7. Administrators and teachers expressed complete satisfaction with the Galileo Network's approach to onsite professional development and support. The interviews with students and observations show that the student learning tasks developed through the Galileo Network bore a close relationship to real world problems, and that they were complex and integrated. A narrative account of visits to one of the classrooms shows some of the constructivist approaches used under the Galileo Network's program. Findings show that the Galileo Network provided extensive professional development support to teachers and administrators at the three schools. Students were presented with opportunities to explore new questions, and they were introduced to new ways of using technology. Teachers implemented different learning and teaching strategies and also integrated new technologies with the support of the Galileo Network. (Contains 31 references.) (SLD)

ED 453 233   TM 032 584

Schaverien, Lynette
Teacher Education in the Generative Virtual Classroom: A Web-Delivered Context for Developing Learning Theories.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Education Majors; Educational Environment; *Teacher Education; Teachers; Virtual Reality; *World Wide Web

This paper describes a research-based, Web-delivered context, the Generative Virtual Classroom (GVC), in which student teachers measure before forming an achievement composite to classify student performance. This is particularly true when measures are highly intercorrelated. Results also point to the possible hazards of classifying student achievement based on a single measure. Three different models of estimating school effects were tested, and reasons for their use are discussed. The estimation of school effects requires that "school effects" be defined so that an explicit model of these effects can be formulated. The model should be fully specified, with all variables representing school input, practice, context, and student background measured. (Contains 14 tables and 17 references.) (SLD)

ED 453 253 TM 032 790

Cappello, Marva
Photography as a Data Generation Tool for Qualitative Inquiry in Education.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; Elementary Education; *Elementary School Students; *Photography; Qualitative Research; *Research Methodology

This paper discusses the ways in which photography was used for data generation in a 9-month qualitative study on a mixed-age elementary school classroom. Through a review of the research literature in anthropology, sociology, and education, and an analysis of the research data, the usefulness of photography for educational research with young children was examined. Observations and findings from working with the class of 40 children aged 6 to 9 years show the 4 ways photography functioned as a research tool: (1) to overview the setting; (2) to create in-depth diachronic views of the classroom; (3) to offer children the chance to express their own ideas through a visual medium (photographs they took with inexpensive cameras); and (4) to elicit responses during photo-interviews with 8 children. More than 200 photographs were taken and collected during the 9 months. (Contains 17 references.) (SLD)

ED 453 254 TM 032 791

Roberts, J. Kyle; Henson, Robin K.
A Confirmatory Factor Analysis of a New Measure of Teacher Efficacy: Ohio State Teacher Efficacy Scale.
PUB DATE- 01
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Factor Structure; *Teacher Effectiveness; *Teachers
IDENTIFIERS- *Confirmatory Factor Analysis; Ohio

A promising new teacher self-efficacy instrument, the Ohio State Teacher Efficacy Scale (OSTES) (M. Tschannen-Moran and A. WoolfolkHoy, in press) was critically evaluated regarding its software package HLM5 was used to estimate the proportion of score variation between SPs and training sites, assess the relationship between the skill scores and SP characteristics, and quantify the proportion of variation explained when SP characteristics are added into the model. Results of previous generalizability analyses have demonstrated that there is little variation in scores across SPs and sites, and that most of the variation in scores is due to case specificity. The findings from this study show that although SP variability was negligible for checklist scores, variability was quite large for interpersonal scores. Although a major advantage of using multilevel modeling is to explain variation at various levels, the variables used in this study were not helpful in explaining the variation between SPs. Overall, however, this study should be seen as an important first step in using multilevel modeling to explore the variability of SP examinations. Careful consideration of SP and site characteristics should be captured and analyzed statistically so that steps can be taken to implement fair and reliable examinations. (Contains 4 tables and 17 references.) (SLD)

ED 453 273   TM 032 810

Muenzen, Patricia M.
Developing a Technology Infrastructure To Support a High-Stakes Teacher Performance Assessment Program.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Databases; Educational Change; Elementary Secondary Education; *High Stakes Tests; Mentors; *Portfolio Assessment; Professional Development; Program Descriptions; *Teacher Evaluation; *Test Construction
IDENTIFIERS- Beginning Educator Support and Training Prog CT; Connecticut

This paper describes the Beginning Educator Support and Training (BEST) program in Connecticut. In 1999, Connecticut became the first state in the United States to implement mandatory portfolio assessment as a component of its teacher certification program. The BEST program itself has been part of the state's educational reform initiatives for more than a decade. It is a 3-year induction process that includes support, in the form of mentoring from an experienced teacher and attendance at professional development seminars, and assessment through the subject-specific portfolio. Teachers in 10 subject areas are required to submit portfolios during their second year of teaching. The Connecticut Educator Database (Conn ED) was developed to handle the information needs of key stakeholders, including school principals, school district personnel, regional office staff, and state department employees. The system maintains information related to beginning teachers enrolled in the program, as well as professional involved in implementing the BEST program (e.g., portfolio scorers, mentors of new teachers, trainers, district level coordinators). Currently, the system tracks the status of more than 15,000 beginning teachers, other educators, and administrators involved in the BEST program. An appendix

Rhodes, Elizabeth Moore
Risks and Opportunities in the Age of Information Technology: E-Learning, Commercialization, and Measures of Success.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computer Uses in Education; Educational Technology; *Futures (of Society); *Information Technology; Interaction; *Learning; *Models; Socialization; Technological Advancement
IDENTIFIERS- Distributed Cognition; *Situated Learning; *Social Learning Theory

This position paper describes a theoretical framework for learning that encompasses new conceptions of learning, namely learning as social practice, new views of the learner as self-directed, and paradigm shifts in learning as it is mandated in new social contexts. Social learning theory, especially that of situated learning, provides a new framework for discussing how technology has influenced learning. Interactive learning can be described as access to the Internet that enables dynamic, and less static, learning where direct exposure to experts in the field is possible and multimedia presentations facilitate various learning styles, and the learning model of transmission is replaced by a distributed learning model. Teacher education for the future must take technology into account; understanding how the educational use of computers influences patterns of thinking and contributes to changes in the symbolic underpinnings of culture should be considered an essential aspect of computer literacy. The information apartheid that divides poor children from others with respect to access to computers must be bridged immediately. (SLD)

ED 453 295 TM 032 868

Nolin, Mary Jo; Montaquila, Jill; Lennon, Jean; Kleiner, Brian; Kim, Kwang; Chapman, Christopher; Chandler, Kathryn; Creighton, Sean; Bielick, Stacey
National Household Education Survey of 1999: Data File User's Manual, Volume I.
PUB DATE- 00
NOTE- 177p.; For Volumes II and III, see TM 032 869 and 870.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Aspiration; *Adult Education; *Citizen Participation; Data Analysis; *Data Collection; Elementary Secondary Education; *Parent Participation; Parents; Postsecondary Education; Research Methodology; Response Rates (Questionnaires); Sample Size; Sampling; Telephone Surveys
IDENTIFIERS- Data Files; *National Household Education Survey; Random Digit Dialing; User Guides

The National Household Education Survey (NHES) is a telephone interview survey that has been conducted in the spring of 1991, 1993, 1995, 1996, and 1999. The 1999 NHES was a compilation of survey items from previous years that included three become pregnant than black and white students. Between 1970-99, the percentage of children in two-parent families decreased for all races, and the number of Hispanic children living in two-parent families decreased from 78 to 63 percent. Hispanic women have the highest nonmarital birth rate of all racial and ethnic groups. Hispanic youth are more likely than black or white youth to consider or attempt suicide. Hispanic children are less likely to have health insurance than black or white children. The percentage of all Hispanic women who receive early prenatal care has increased from 60.2 percent in 1980 to 74.3 percent in 1998. Hispanic children were more likely than other children to live in poverty in 1997. The percentage of Hispanic children at or below 100 percent of the poverty line declined between 1996-99, though they (and black children) are twice as likely as white children to live in poverty. (SM)

ED 453 314   UD 034 180

Kahlenberg, Richard D., Ed.
A Notion at Risk: Preserving Public Education as an Engine for Social Mobility.
PUB DATE- 00
NOTE- 356p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Standards; Charter Schools; *Disadvantaged Youth; Educational Environment; Educational Finance; Elementary Secondary Education; *Equal Education; Poverty; *Public Education; Racial Differences; Racial Segregation; Social Class; *Social Mobility; Summer Schools; Teacher Competencies

This collection of papers identifies the leading sources of inequality in public education and proposes public policy remedies. The eight chapters are: (1) "Introduction: Making K-12 Public Education an Engine for Social Mobility" (Richard D. Kahlenberg); (2) "Summer Learning and Home Environment" (Doris R. Entwisle, Karl L. Alexander, and Linda Steffel Olson); (3) "Equalizing Education Resources on Behalf of Disadvantaged Children" (Richard Rothstein); (4) "High Standards: A Strategy for Equalizing Opportunities?" (Adam Gamoran); (5) "Inequality in Teaching and Schooling: Supporting High-Quality Teaching and Leadership in Low-Income Schools" (Linda Darling-Hammond and Laura Post); (6) "Charter Schools and Racial and Social Class Segregation: Yet Another Sorting Machine?" (Amy Stuart Wells, Jennifer Jellison Holme, Alejandra Lopez, and Camille Wilson Cooper); (7) "Unequal Learning Environments: Discipline That Works" (Paul E. Barton); and (8) "Critical Support: The Public View of Public Education" (Ruy Teixeira). (SM)

ED 453 315   UD 034 185

Mertz, Gayle; Lieber, Carol Miller
Conflict in Context: Understanding Local to Global Security.
SPONS. AGENCY- W. Alton Jones Foundation, Charlottesville, VA.
PUB DATE- 01
NOTE- 370p.; Development and Production supported by CarEth Foundation, Compton Foundation, Inc., Lippincott Foundation, and the Ploughshares Fund.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

IDENTIFIERS- *Learner Centered Instruction

This study evaluated the Community for Learning (CFL) K-12 school reform program, which emphasizes high standards of student achievement and positive student self-perception. It investigated whether the program was meeting its learner centered design goals. Assessment of Learner-Centered Practices (ALCP) surveys were administered to 4th and 5th grade teachers and students at inner city schools in various stages of CFL implementation. Researchers noted relationships between teacher and student scores on the surveys and degree of CFL program implementation. Overall, teachers classified as high implementers generally demonstrated qualities associated with learner-centered teachers in prior research. There were significant relationships between teacher perceptions of learner centeredness as assessed by research-validated variables on the ALCP surveys and degree to which teachers were implementing the CFL program. High CFL implementers believed they were facilitating higher order thinking and adapting to individual differences, and they expressed more confidence in their ability to be effective teachers and facilitators for all students. Students of high implementers achieved higher test scores and reported higher motivation than did students of low implementers. (Contains 12 references.) (SM)

ED 453 334 UD 034 209

Aguirre-Molina, Marilyn, Ed.; Molina, Carlos W., Ed.; Zambrana, Ruth Enid, Ed.
Health Issues in the Latino Community.
PUB DATE- 01
NOTE- 492p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Alcohol Abuse; Cancer; Child Health; Children; Chronic Illness; Diabetes; Drug Abuse; Females; Gender Issues; *Health Insurance; Health Maintenance Organizations; Health Promotion; Heart Disorders; *Hispanic Americans; Mental Health; Occupational Safety and Health; Older Adults; Rural Areas; Smoking; Urban Areas
IDENTIFIERS- *Access to Health Care; *Health Policy; Latinos

This collection of papers includes 6 parts. Part 1, "Latino Populations in the United States," includes: (1) "Latino Health Policy: Beyond Demographic Determinism" (Angelo Falcon, Marilyn Aguirre-Molina, and Carlos W. Molina); (2) "Latino Health Status" (Olivia Carter-Pokras and Ruth Enid Zambrana); and (3) "Latino Access To Health Care: The Role of Insurance, Managed Care, and Institutional Barriers" (J. Emilio Carrillo, Fernando M. Trevino, Joseph R. Betancourt, and Alberto Coustasse). Part 2, "Latino Life Stages and Health," includes: (4) "The Early Years: The Health of Children and Youth" (Glenn Flores and Ruth Enid Zambrana); (5) "The Reproductive Years: The Health of Latinas" (Aida L. Giachello); (6) "The Later Years: The Health of Elderly Latinos" (Valentine M. Villa and Fernando M. Torres-Gil); and (7) "Latino Mental Health and Treatment in the United States" (William A. Vega and Margarita Alegria). Part 3, "Patterns of Chronic Diseases among Latinos," includes: (8) "The Impact of Cancer on Latino Populations" (Amelie G. Ramirez and Lucina Suarez); (9) "Cardiovascular Disease" (Eliseo Perez-Stable, Teresa Juarbe, and Gina Moreno-John); (10) "Diabetes" (Jose Alejandro Luchsinger); and (11) "Gender, Context, and HIV Prevention among Latinos" (Hortensia Amaro, Rodolfo R. Vega, and Dellanira Valencia). Part 4, "Occupational Health and the identifiable audience to whom they are writing throughout the activity? (4) What types of communication subjects will young emergent readers and writers choose to share with their peers? and (5) Do children's social skills begin to grow and expand as a result of using this form of communication? The study focused on five first grade and five fourth grade children. Primary data sources were observations, field notes, student and teacher interviews, and the students' e-mails. Findings in the following areas are discussed: beginning e-mail knowledge; e-mail topics; managing the software; word processing skills; ability to read the e-mail messages; e-mailing capabilities; the motivation of e-mail; changes in students' writing; technical difficulties; and classroom management. Reasons why the project was not successful are summarized, including classroom management, e-mailing, computer access, and word processing issues. Recommendations for making this a more successful activity are offered. (Contains 30 references.) (MES)

ED 452 850 IR 058 109

ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000).
PUB DATE- 00
NOTE- 570p.; For individual papers, see IR 058 110-141. Sole principal sponsor was epixtech.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Access to Information; *Electronic Libraries; Foreign Countries; Futures (of Society); Higher Education; Information Management; *Information Technology; *Internet; *Library Role; *Library Services; Public Libraries; Research Libraries; User Needs (Information)
IDENTIFIERS- Australia; *Knowledge Management

This proceeding of the Australian Library and Information Association (ALIA) 2000 conference contains 64 papers presented at the main conference and 12 papers presented at the fringe conference. Topics covered include: the 21st century information environment; user perspectives of the future of the Internet; the user interface; public libraries in a wired world; censorship in public libraries; knowledge management; the impact of change on research libraries; building a knowledge-based economy and society; value and performance in the information technology society; adding value to services at the State Library of New South Wales; the policy and practice of fee-based service; library industry statistics; adult education; intellectual property--access and protection; infrastructure and convergence; libraries and literary outcomes; information provider roles; access to library services; development of information literacy; libraries, knowledge management, and higher education in an electronic environment; the impact of change at the Melbourne University Library; views of technology futures; information needs in the consumer society; upgrading libraries; a public library perspective on lifelong learning; ensuring an educational role for libraries in the information society; the greying of the teacher librarian; access to services for rural and remote communities; resource discovery within the networked "hybrid" library; performance measures, benchmarking, and value; leadership and management skills and the information profession; self service and the function of the new intermediary; educational implications of material presented at ALIA 2000; reference in the e-library; the market for information; flexible learning developments; privacy aspects of

(MES)

ED 452 871 IR 058 130

McAllister, Moyra
The Bottom Line: Performance Measurement in a Corporate Library.
PUB DATE- 00
NOTE- 9p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109. Figures contain very small font.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Corporate Libraries; *Evaluation Methods; Feedback; Foreign Countries; *Law Libraries; Library Instruction; *Library Services; *Measurement Techniques; *Performance; Questionnaires; Surveys; *User Satisfaction (Information)
IDENTIFIERS- Australia

This paper discusses performance measurement in the Blake Dawson Waldron (BDW) law firm, a partnership with five offices in Australia, as well as a number overseas. Three levels of performance measurement are described: (1) personal level--through annual performance appraisals; (2) team level--the annual team meeting; and (3) service level--regular surveys and focus group meetings. Graphs present customer satisfaction survey results related to the library's importance, performance, and overall service delivery. Other ways that the library seeks continuous feedback are also summarized, e.g., librarian attendance at weekly meetings of lawyers, an e-mail newsletter, evaluation of training sessions, and client comments. The questionnaire used for evaluation of library training is appended. (MES)

ED 452 872 IR 058 131

McGregor, Felicity
Performance Measures, Benchmarking and Value.
PUB DATE- 00
NOTE- 9p.; In: ALIA 2000. Capitalising on Knowledge: The Information Profession in the 21st Century (Canberra, Australia, October 23-26, 2000); see IR 058 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Benchmarking; Evaluation Criteria; Foreign Countries; Higher Education; Information Literacy; Library Role; *Library Services; Models; *Performance; Student Surveys; *User Satisfaction (Information)
IDENTIFIERS- *Performance Indicators; University of Wollongong (Australia)

This paper discusses performance measurement in university libraries, based on examples from the University of Wollongong (UoW) in Australia. The introduction highlights the integration of information literacy into the curriculum and the outcomes of a 1998 UoW student satisfaction survey. The first section considers performance indicators in context, including the UoW's use of the Australian Quality Council's "Australian Business Excellence Framework." The second section describes the development of performance indicators, including a framework that provides expectations/critical success factors

*Student Attitudes; Student Surveys; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Monroe Community College NY

This document describes a survey of students from 23 different asynchronous (distance education) classes at Monroe Community College (New York). The eleven questions, and answers, included: (1) On what day do you most often log on to do your assignments? (Sunday had the highest percentage of 19%); (2) At what hours of the day do you do your online classes? (14% answered with between 10 a.m. and noon); (3) Do you think you will learn as much in this online class as you would in the traditional classroom? (41% answered not sure, while 40% answered yes); (4) Why did you choose to take this online class? (23% answered that enrollment was due to subject interest); (5) Do you think you learned as much in this online class as you would have in a traditional class? (59% believed they learned just as much as they would have in a regular class); (6) What were the best three learning activities in this class? (projects were ranked as the best learning activities at 23%); (7) What were the least effective learning activities? (discussions were found to be least effective at 19.6%); (8) What is the greatest advantage and disadvantage of online classes? (54% answered that the time schedule was the best advantage, and 37% responded a lack of face-to-face contact was the greatest disadvantage); and (9) Did you have a scheduled time to do your on-line class? (73% responded no); and (10) Would you take another on-line class? (83% indicated they would take another online class.) (CJW)

ED 452 892 JC 010 335

Baker, George A., II
American Higher Education at the Rubicon: A Partnership for Progress.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; Higher Education; Institutional Cooperation

This paper provides a proposal that may help universities and community colleges support one another at a time when they are both testing the boundaries of their economic and intellectual resources. Critics agree that universities seem to have lost sight of their central purpose, and community colleges, in their growth, are now facing a massive need to replace aging faculty and administrators. Developing new credentialed administrators and faculty is a complex task and must involve several different organizations at the national, state, and local levels. With the American Association of Community Colleges (Washington, D.C.) at the helm, the federal and state governments, major associations, accreditation associations, and major foundations should contribute to the planning process. This paper attempts to analyze the human resource problem through three frames of reference, developed by the political analyst Graham Allison: (1) the rational actor; (2) the organizational process; and (3) bureaucratic politics. Using these as an organizational framework, the paper predicts how the organizations will behave and discusses how bureaucratic politics could be harnessed and focused at the national level to resolve the problems. (KS)

The sections of this manual present information useful when considering a capital project. Various types of projects are discussed in terms of classification, approval procedures, and criteria for approval. In addition, other capital matters such as progress reports, insurance, leasing, application forms, facility codes, ICCB rules, facility inventory classification guidelines, and the quality-based selection process to choose an architect can be found in the several appendices located in the back of the manual. A college may request state funding for up to 75 percent of total project costs of any type of project listed in ICCB Rule 1501.603. The vehicle for requesting state funds is the Community College Capital Resource Allocation Management Program request submitted to the ICCB and the Illinois Board of Higher Education in July of each year. (JA)

ED 452 913 JC 010 360

Cohen, Arthur M.
Are All Community Colleges Alike?
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classification; *Cluster Grouping; *Community Colleges; *Evaluation Criteria; *Institutional Characteristics; Peer Institutions; Two Year Colleges
IDENTIFIERS- *Carnegie Classification

While there are many ways to differentiate among community colleges (size, control, student characteristics, etc.), there have been few attempts to categorize them. The Carnegie Foundation's classification system, published first in 1971 and since revised several times, categorizes research universities, comprehensive institutions, liberal arts colleges, and specialized institutions, differentiating them by the amount of federal research money received annually, number of graduate degrees offered, number awarded, etc. However, Carnegie does not differentiate between community colleges, listing them all together as "Associate in Arts Institutions." This document proposes criteria and categories for meaningful classification of community colleges that could be integrated into the pending 2005 Carnegie classification system revision. Criteria include: (1) the measures used must be valid for community colleges; (2) the data must be reliable, national in scope and readily available (such as from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS)); (3) the categories must be readily understandable, discrete as well as meaningful; and (4) resulting information must be descriptive, not evaluative. Suggested categories (which might each be rated as "High," "Medium," or "Low") include college size; per capita expenditure on instruction; amount of auxiliary revenue generated by the college; and the ratio of full-time faculty. (PGS)

ED 452 914 JC 010 361

Rauton, Jane T.; Foster, Donna H.
A One-Room School for Developmental Studies.
PUB DATE- 01
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Job Skills; *Licensing Examinations (Professions); Manufacturing; Postsecondary Education; *Program Development; *State Standards; *Technology Education; *Vocational Education
IDENTIFIERS- *Kentucky

This document describes the Kentucky Manufacturing Skill Standards (KMSS) development process. The Manufacturing Standards project is divided into three phases: standards, assessment, and curriculum. The vision of this project is to identify a standards-driven assessment process and determine the level of competency and understanding. This data will be used to develop curriculum products targeted to meet the specific needs of individuals participating in the KMSS assessment. Through this process, a positive impact can be made upon the manufacturing workforce in Kentucky. Key curriculum issues include: (1) aligning existing and future technical curriculum to manufacturing standards; (2) utilizing assessment data to develop curriculum modules and sub units; (3) validating "high stakes" curricula through an established process as with assessment items; (4) piloting "high stakes" curriculum through pre-test and post-test processes to further establish validity; and (5) developing specific, targeted, and appropriate curriculum to match assessment levels. After consideration of these factors, it is necessary to implement a leveled process to provide targeted instruction to individuals who need additional help to meet expectations. The first step of this process begins with the assessment. The second step involves the training plan, and the third step involves the instruction and the process of re-testing. (AUTH/JA)

ED 452 935 JC 010 384

Head, Ronald B.
PVCC Minority Enrollment Report, Fall Semester 2000. Research Report.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; *Minority Groups; *School Demography; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Piedmont Virginia Community College

This report shows longitudinal data on minority enrollment at Piedmont Virginia Community College (PVCC) and examines trends that may affect minority enrollment in the future. It includes demographic characteristics by race and enrollment characteristics by race. Highlights for fall semester 2000 include: (1) out of a total of 4,470 students, 872 minority students enrolled, surpassing the old record of 810 by 7.7%; (2) a total of 596 African-Americans enrolled, eclipsing the old record of 551 by 13.3%; (3) a total of 276 other-race students enrolled, surpassing the old record of 259 by 6.6%; and (4) slightly more than two-thirds of all minority students attending PVCC were African-American--of the remaining one-third, 117 were Asian, 64 Hispanic, 17 American Indian, and 78 classified themselves as "other." For the most part, minority curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 1 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 954   PS 029 437

Curriculum Handbook for Parents, 2000-2001: Grade 2.
PUB DATE- 00
NOTE- 35p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 public school series, see ED 421 282-292. For the 2000-2001 public school series, see PS 029 435-445.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 2; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the Grade 2 curriculum in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate upon completion of the Grade 2 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "English Language Arts"; (3) "Language Arts in Language Programs (Immersion and Bilingual)"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 955   PS 029 438

Curriculum Handbook for Parents, 2000-2001: Grade 3.
PUB DATE- 00
NOTE- 36p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes

Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 9 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health and Personal Life Skills"; (9) "Information and Communication Technology"; and (10) "Optional Courses" in Career and Technology Studies, Fine and Performing Arts, and Language Programs and Courses Other than English. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 973 PS 029 456

Curriculum Handbook for Parents, 2000-2001: Catholic School Version, Senior High School.
PUB DATE- 00
NOTE- 54p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 1998 Catholic school series, see ED 421 293-404. For the 2000-2001 Catholic school series, see PS 029 446-456.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries; Health Education; *High School Students; High Schools; Language Arts; Mathematics; Outcomes of Education; Parent Materials; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- *Alberta

This handbook provides parents with information about the high school curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Senior High School," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of high school. Following introductory material, the handbook provides a program overview, including diploma requirements, a program planner, descriptions of adjunct programs such as immersion/bilingual programs, off-campus education, a registered apprenticeship program, and distance learning. The handbook then discusses religious education and describes the required high school core courses: English Language Arts, Mathematics, Science, Social Studies, Career and Life Management 20, Physical Education 10, and Information and Communication Technology. In addition, the handbook presents information on optional courses in Career and Technology Studies, Fine and Performing Arts, Physical Education 20-30, and Second Languages programs. The handbook concludes with frequently asked questions and a one-page questionnaire requesting feedback on the handbook. (KB)

ED 452 974 PS 029 457

Lockledge, Ann, Ed.; Hayn, Judith, Ed.

classroom displays can be used as a teaching tool. Chapter 6 discusses how to create ambience in a classroom. Chapter 7 deals with avoiding health hazards in the classroom. The book concludes by suggesting that small, simple changes in classroom design can have dramatic effects and that it is important to have a flexible attitude about classroom design and to share ownership of classroom design changes with students. The book's five appendices include a suggested materials list for grades K-6, materials for the whole-group meeting area, art materials and projects suitable for children, recommended sources for classroom furniture and supplies, and a selected bibliography of materials on child development. (Contains 12 references.) (KB)

ED 452 991   PS 029 495

Dougherty, Susan
Toolbox No. 2: Expanding the Role of Foster Parents in Achieving Permanency. Toolboxes for Permanency.
PUB DATE- 01
NOTE- 132p.; For Toolbox No. 1, see PS 029 469.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adoption; Biological Parents; Caseworker Approach; Child Advocacy; Child Rearing; *Child Welfare; Discipline; *Foster Care; *Foster Children; *Foster Family; Mentors; *Parent Child Relationship; *Parent Role; Parent School Relationship; Social Services; Teamwork
IDENTIFIERS- *Permanency Planning (Foster Care)

Noting that over the last decade, the role of a foster parent has evolved from temporary caregiver to essential part of a professional team in determining the best long-term plan for children in their care, this guide focuses on practical ways in which best child welfare practice can be incorporated into the recruitment, training, and support of foster parents. The guide also examines ways that agencies can enhance the role of foster parents in a changing child welfare system. The chapters are: (1) "Introduction," including a history of foster care; (2) "The Roles of Foster Parents"; (3) "Foster Parent as Nurturer and Caregiver"; (4) "Foster Parent as Child Development Support"; (5) "Foster Parent as Disciplinarian"; (6) "Foster Parent as Supporter and Advocate in School Issues"; (7) "Foster Parent as Recruiter, Trainer, and Mentor to New Foster Parents"; (8) "Foster Parent as Mentor to Birth Parents"; (9) "Foster Parent as Facilitator of Relationship between Child and Birth Parents"; (10) "Foster Parent as Potential Adoptive Parent"; and (11) "Foster Parent as Team Member." (Contains 34 references and other resources.) (KB)

ED 452 992   PS 029 496

A State Call to Action: Working To End Child Abuse and Neglect in Massachusetts.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 186p.; Additional support was provided by the Frank Reed and Margaret Jane Peters Memorial, and by Jane B. Cook.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

help at the elementary school level. An appendix presents two articles about educational initiatives in Colombia and the Dominican Republic. (Contains 55 references.) (TD)

ED 453 011   RC 022 838

Barkema, Alan D.; Drabenstott, Mark
How Rural America Sees Its Future. The Main Street Economist: Commentary on the Rural Economy.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; Capital; Community Control; *Community Problems; *Economic Development; *Futures (of Society); Human Capital; Internet; Population Trends; *Public Policy; Quality of Life; *Rural Areas; Rural Development; Rural Urban Differences
IDENTIFIERS- *Telecommunications Infrastructure

To gain a perspective on rural America's future, seven roundtables consisting of seven rural stakeholder groups were convened. Four groups of challenges facing rural areas emerged. The rural business environment was considered the source of greatest challenge. Agriculture concerns included low profits and access to world markets. The effects of increasing consolidation, and a lack of diversity were concerns within agriculture and across the rural business spectrum, as were the roles of government regulations and tax policies. Challenges of community included a shrinking rural population and its related effects on tax bases, provision of services, the quantity and quality of available human capital and leadership skills, persistent poverty, and limited rural experience in business and economic development. Challenges associated with place ranked third. Mobilizing rural residents, getting exposure to policymakers, maintaining existing infrastructures, and building a new telecommunications infrastructure are limited by remoteness. Particular financial concerns included limited access to capital and the loss of local control that accompanies the takeover of local banks. Policy recommendations included implementing a rural-friendly approach in new and existing policies, improving support for rural businesses, strengthening rural infrastructure, increasing regional cooperation, and making more capital available. Rural strengths were identified as a sense of community, rural quality of life and landscape, and faith in rural entrepreneurs. (TD)

ED 453 012   RC 022 843

De Sousa, Semoa C. B.; Gebremedhin, Tesfa
High School Dropouts: Implications in the Economic Development of West Virginia. Research Paper 9909.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Northern Agricultural and Resource Economics Association (Morgantown, WV, June 27-29, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Rate; Dropout Research; *Economic Development; Education Work Relationship; Educational Attainment; *Employment Patterns; High Schools; Human Capital;

communication and involvement during the prereferral stage and perceived teachers as having low levels of communication and involvement. Parent indicated their information needs, desired teacher behaviors, and suggestions for improving the process. Participants also identified parent behaviors that are critical to success and satisfaction during the prereferral process and asked for clarification on a number of parents' rights issues. Suggestions are offered concerning ways that educators can bridge the gap and build support for parents during the prereferral stage of the special education process. (SV)

ED 453 030 RC 022 977

Lemke, June Canty; Harrison, Suzanne
"But I Have a Right To Become a Teacher!"
PUB DATE- 01
NOTE- 6p.; In: Growing Partnerships for Rural Special Education. Conference Proceedings (San Diego, CA, March 29-31, 2001); see RC 022 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; *Court Litigation; *Disqualification; Due Process; *Education Majors; Higher Education; Orientation; *Preservice Teacher Education; Rural Schools; Standards; *Student Evaluation; Teacher Qualifications; Teacher Shortage; Workshops
IDENTIFIERS- Gonzaga University WA

Across the United States, there is a growing teacher shortage, and teacher education programs must balance demands for new teachers and demands for higher teacher quality. The need for increased numbers of beginning teachers in special education and rural school districts is noted. At Gonzaga University in rural eastern Washington, teacher educators sought to clarify the criteria guiding decisions about student admission into or dismissal from their teacher education program. A growing number of lawsuits against universities by students who were denied admission or dismissed from teacher education programs has highlighted the need to identify the professional and interpersonal skills that teachers need as well as ways to assess them adequately. Gonzaga invites teacher-education applicants to attend a Saturday morning professional skills lab. The lab introduces applicants to the professional and interpersonal skills and attitudes that a teacher needs and emphasizes the importance of reflective thinking in the profession. The lab also allows faculty to screen out applicants who show little potential for success. To date, 600 Gonzaga students have attended the lab, and not one student has been dropped from the program after being admitted. Gonzaga also developed a Fair Process Manual to explain student rights and responsibilities and the process for monitoring student progress in the program, and uses a "yellow lights" system in which faculty record anecdotally any incidents that cause them concern. (SV)

ED 453 031 RC 022 978

Cegelka, Patricia Thomas; Fitch, Suzanne; Alvarado, Jose Luis
The Coach-of-Coaches Model for Preparing Rural Special Education Teachers.
PUB DATE- 01
NOTE- 8p.; In: Growing Partnerships for Rural Special Education.

IDENTIFIERS- Africa

The challenges of making rural schools more effective vary with different types of rural conditions. But typically these challenges might include any of the following: teacher shortages, lack of facilities, isolation, HIV/AIDS and related social stigma, war crises and displaced populations, multigrade and shift teaching, administration of small schools and heavier workloads, working with local communities, difficult housing and sanitary conditions, safety concerns (particularly for female teachers and students), and resource acquisition issues. This document presents guidelines related to specific questions collected from international agency workers in rural education projects, with a focus on the African region. Topics reflect the complexity of both rural challenges and the interrelated inputs and processes associated with effective schooling. Wherever possible, examples are linked to information in the Case Study Briefs (report 3 of this series). Sections cover the developmental stages of education systems, factors that contribute to learning and educational quality, capacity for educational management, effectiveness of school leadership, alternative ways to undertake school supervision functions, impact of HIV/AIDS on education, recruiting teachers to work in rural areas, incentives for teachers, teacher resource centers, effective teacher inservice programs, training teachers for refugee situations, multigrade instruction, using interactive radio to reach remote areas, use of self-instructional materials, supplementary reading materials, language of instruction, participation of various stakeholder groups, increasing efficiency within school facilities, improving access to primary school, insufficient numbers of students, children coming from conflict situations, promoting girls education, and nomadic populations. (Contains references in each section.) (SV)

ED 453 048 RC 023 008

Wotherspoon, Terry; Satzewich, Vic
First Nations: Race, Class, and Gender Relations. Canadian Plains Reprint Series 7.
PUB DATE- 00
NOTE- 351p.; Reprint of a 1993 publication with new introduction and bibliography.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; American Indian History; American Indians; *Canada Natives; Citizenship; Economic Development; Economic Status; Eskimos; *Federal Indian Relationship; Foreign Countries; Health; Indigenous Populations; Justice; *Racial Relations; *Social Class; Social Structure; *Sociocultural Patterns
IDENTIFIERS- *Canada

Canadian social life and public policy are increasingly influenced by Aboriginal people, their roles in Canadian society, and the issues that concern them. Drawing on a political economy perspective, this book provides a systematic analysis of how changing social dynamics, organized particularly around race, class, and gender relations, have shaped the life chances and conditions for Aboriginal people within the structure of Canadian society and its major institutions. Chapters cover: (1) political economy versus the Chicago School and internal colonialism as theoretical frameworks; (2) the State and the contradictions of Indian

EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Educational Technology; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; *Language; *Mathematics Instruction; Social Influences; Teacher Education

The first volume of this proceedings contains three plenary addresses: (1) "Visualization in 3-dimensional geometry: In search of a framework" (A. Gutierrez); (2) "The ongoing value of proof" (G. Hanna); and (3) "Modern times: The symbolic surfaces of language, mathematics and art" (D. Pimm). Plenary panels include: (1) "Contribution to the panel 'Putting mathematics into language and language into mathematics'" (C. Laborde); (2) "Language and the socialization of thinking" (T. Nunes); and (3) "Pupils' prompted production of a medieval mathematical sign system" (L. Puig). Research forums include: (1) "The role of representation systems in the learning of numerical structures" (L. Rico, E. Castro, and I. Romero); (2) "Mathematics teacher development: Connections to change in teachers' beliefs and practices" (J.R. Becker and B.J. Pence); and (3) "Teacher subject matter knowledge and pedagogical content knowledge: Research and development" (R. Even, D. Tirosh, and Z. Markovits). Short oral communications include: (1) "Understanding decimal numbers: From measurement towards the number line" (M. Basso, C. Bonotto, and P. Sorzio); (2) "The role of the graphic calculator as a mediating sign in the zones of proximal development of university students" (M. Berger); (3) "Professional development in performance assessment for Queensland years 1-10 mathematics teachers" (R. Bleicher, T.J. Cooper, S. Dole, S. Nisbet, and E. Warren); (4) "A student teacher's attempts to analyze (Author)

ED 453 071 SE 064 731

Puig, Luis, Ed.; Gutierrez, Angel, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME 20) (20th, Valencia, Spain, July 8-12, 1996). Volume 2.
PUB DATE- 96
NOTE- 433p.; For volumes 1-4 and addenda, see SE 064 730-734.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Educational Technology; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; *Language; Mathematical Concepts; *Mathematics Instruction; Problem Solving; Social Influences; Teacher Education

The second volume of this proceedings contains full research articles. Papers include: (1) "Lave and Wenger's social practice theory and teaching and learning school mathematics" (J. Adler); (2) "Being a researcher and being a teacher" (J. Ainley); (3) "Procedural and conceptual aspects of standard algorithms in calculus" (M.B. Ali and D. Tall); (4) "Using small group discussions to gather evidence of mathematical power" (S.E. Anku); (5) "Seventh grade students' algorithmic, intuitive and formal knowledge of multiplication and division of non-negative rational numbers" (A. Barash and R. Klein); (6) "Theory and practice in undergraduate mathematics teaching: A case study" (T. Barnard and C. Morgan); (7) "Heuristics and biases in secondary school students' reasoning about probability" (C. Batanero, L. Serrano, and J.B. Garfield); (8) "Changes in student teacher views of the mathematics teaching/learning process at the secondary school level" (N.

ED 453 091 SO 032 113

Oliveira, Elisabete
Key Cultural Questions of Visual Aesthetic Education Progress or Reduction in the 3rd Millennium.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This project has been assisted by the Commonwealth Government through the Australia Council for the Arts, its art funding and advisory body. Document contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Education; Art Education; *Cultural Context; Educational Philosophy; Foreign Countries; Futures (of Society); Higher Education; Metaphors; Secondary Education; *Visual Arts
IDENTIFIERS- *Portugal

This paper contends that visual aesthetic education (VAE) is intended for all and ought to be granted to adolescents capable of autonomous criticism and vocational clarification by the age of 15. The paper introduces VAE's essential concepts and historical developments. The paper identifies and elaborates nine challenges facing VAE. Contains a 10-item reference bibliography. (BT)

ED 453 092 SO 032 445

Meyerratken, Leila
Mexico & Guatemala: A Close-Up Look at Their Ethos as a Tool To Improve ESL Instruction in the U.S. Fulbright-Hays Summer Seminars Abroad Program, 2000 (Mexico and Guatemala).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 11p.; Several pages contain very light type that may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; *Cultural Context; Curriculum Development; Developing Nations; *English (Second Language); Foreign Countries; *Instructional Improvement; Middle Schools; *Second Language Instruction
IDENTIFIERS- *Guatemala; *Mexico; Nonnative Speakers; Teaching Research

This paper presents the experiences of a secondary teacher of English as a Second Language (ESL) who went to Mexico and Guatemala to improve her ability to help Hispanic students new to the English language and/or to the United States. Before the project, the teacher incorporated into her ESL class the same strategies she used in teaching French, Spanish, and Japanese language classes. After her research in Guatemala and Mexico and an analysis of her journals and past lesson plans, she found that she failed to understand the composition of the class; made no connection to the students' previous learning; had no information on their previous levels of achievement; did not incorporate Hispanic studies into the curriculum; focused solely on U.S. language, culture, and history; failed to strategies led to the selection of these intervention techniques: creating a social skills program, raising parent and teacher awareness of the importance of social skills, and helping children learn how to communicate effectively. The interventions used had a positive influence on the behaviors of the targeted students. The numbers of occurrences of inappropriate behavior were reduced. The degree of success with a character education program depends upon the frequency of classroom instruction and the commitment of the teacher to the program. (Contains 7 figures, 5 tables, and 40 references. Attached are 12 appendixes of surveys and questionnaires.) (Author/BT)

ED 453 113   SO 032 754

Lynn, Karen
Libraries and Lenin.
PUB DATE- 01
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Book Reviews; Communism; *Curriculum Development; Foreign Countries; *Libraries; Political Science; Secondary Education; Social Studies
IDENTIFIERS- *Lenin (Vladimir); *Soviet History; USSR

This instructional unit combines a study of the Soviet leader V. I. Lenin with a study of libraries. Lenin was selected as the focus because of his support of books and libraries and because he oversaw a revolution that altered the political and social structure of Russia and the balance of power throughout the world. Included are lesson plan activities and examples, as well as a review of "Libraries in the USSR." This review helps the social studies instructor prepare a course of study about Lenin. The unit is intended for use with secondary students and needs three or more class periods to complete. The goal of the curriculum unit is that students studying Lenin will identify the need to support and use libraries. (BT)

ED 453 114   SO 032 755

Lynn, Karen
Topical Research: Africa.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Foreign Countries; Geographic Regions; Global Education; *Information Sources; *Library Skills; *Research Skills; Secondary Education; Skill Development; Social Studies; Student Evaluation; *Student Research
IDENTIFIERS- *Africa; National Social Studies Standards

This lesson plan can be used in social studies, language arts, or library research. The instructional objective is for students to select a topic of study relating to Africa, write a thesis statement, collect information from media sources, and develop a conclusion. The teacher may assign the lesson for written or oral evaluation. The teacher prepares a topic list to guide students to the preferred area of study and research. The lesson plan requires the student to use libraries and to: (1)

participation and pay, gender also has been important, since women do not enjoy the same access, opportunities, and rewards in the formal labor market as men, especially among races traditionally subject to discrimination. This report used data from the 1994 October Household Survey (OHS) to study gender differences in formal labor market participation and pay and to determine the factors that underlie the differences. The report centers on four questions: (1) Are there substantial differences in women's and men's labor market participation? (2) Do different factors influence their participation? (3) Is there a significant gender wage gap? and (4) Is there evidence that gender wage discrimination is widespread? The data are sufficiently detailed to analyze workers' educational levels, age, occupations, race, general economic status, and earnings; they also support econometric analyses that identify the most important determinants of participation and pay, and the extent to which gender pay differentials might be due to discrimination, as well as identifying issues on which more study is needed and suggesting possible policy interventions. Following an introduction and definitions (Section 1), the report contains these sections: (2) "Gender and Labor Force Participation"; (3) "Gender and Labor Market Wages"; and (4) "Summary of Findings and Policy Implications." (Contains 16 tables, 3 boxes, 7 figures, and 16 references. Extensive data are appended.) (BT)

ED 453 133   SO 032 792

Biesta, Gert J. J.; Stams, Geert-Jan J. M.
Towards a Postmodern Theory of Moral Education. Part II: Mapping the Terrain (Zygmunt Bauman's Postmodern Ethics).
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). For "Towards a Postmodern Theory of Moral Education. Part I: Clearing the Terrain," see ED 443 345.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criticism; *Ethical Instruction; Moral Development; *Moral Issues; *Philosophy; *Postmodernism; *Scholarship
IDENTIFIERS- Empirical Research; Moral Education; Poststructuralism; Theory Development

The project of which this paper is a part consists of three steps. The first step (an American Educational Research Association (AERA) Conference 2000 paper subtitled "Clearing the Terrain") provided a critical overview of current debates on moral development and education, focusing on the relationship between empirical and theoretical research. The second step, including this paper, is meant to provide an overview of postmodern and poststructural approaches to ethics and morality. The third step will attempt to articulate a postmodern theory of moral education. This paper focuses on the ideas of Zygmunt Bauman and on his book "Postmodern Ethics." The paper explores Bauman's position to consider what his postmodern ethics is about and what it may have to offer the field of moral education. The major part of the paper consists of a systematic reconstruction of his ideas. It shows that one distinctive quality of Bauman's contribution to the overall discussion is that he connects (Levinasian) philosophy with a sociological analysis of modern society and its postmodern "moment." Although Bauman's work has a strong theoretical orientation, the combination of philosophy and sociology gives most ails the teaching force is that excellent teachers are not rewarded for superior work, and failing teachers are rarely held accountable for poor performance. Part 1, "Teacher Quality: Myths and Reality," discusses: teachers as the most important factor in student achievement; teacher salaries; teacher tenure and dismissal; teacher shortage; and teacher hiring and assignment. Part 2, "California's Experience in Failure," includes such topics as: an innovative design or a failed status quo, peer review and its flawed model, and state and district management of teachers (a lesson in failure). It also provides examples from several school districts. Part 3, "How to Improve Teacher Quality," discusses: responses from politicians and government; enhanced accountability (letting principals take charge); replacing teacher tenure with performance contracts; paying teachers based on performance; implementing differential pay to attract specialists in high-demand subject areas; streamlining the process of dismissing incompetent teachers; providing teachers with more professional opportunities; implementing broader choice to instill effective management; and moving toward a future that works. (Each session contains notes.) (SM)

ED 453 153   SP 039 948

Cole, Donna J.; Swann, Raymond
The WSU Field Placement Model: Incorporation of the National Field Directors Forum Suggestions.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (81st, New Orleans, LA, February 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Diversity (Student); Elementary Secondary Education; *Faculty Development; Field Experience Programs; Higher Education; *Partnerships in Education; Preservice Teacher Education; Public Schools; Student Teaching; Summer Programs; Urban Schools
IDENTIFIERS- Wright State University OH

This paper highlights recent efforts to create a collaborative between Wright State University, Ohio, and public school partners. These efforts resulted in the creation of several partnerships with school sites which allow preservice teachers to be placed directly with selected clinical faculty in the buildings. Classroom teachers participate in a professional development sequence on mentoring preservice teachers and models of clinical supervision, including Pathwise/Praxis training. This joint venture, which includes school site interviews by a team of university and school partners, promotes higher quality field experiences by permitting flexibility and purposeful selection of placements. However, the University also wanted to provide interns with quality, culturally diverse placements as well as suburban placements. After posing the dilemma to the National Field Directors Forum, a solution was generated. This solution, which involves classes on diversity and placement of each student in two different diverse, urban secondary schools, was actualized in the 2000-01 school year. (Contains 14 references.) (SM)

ED 453 154   SP 039 949

Evaluation; Teacher Qualifications
IDENTIFIERS- South Africa

This book reviews the major dimensions of post-apartheid educational change and continuity in South Africa since 1994. It sets educational reform in the context of the nature of the anti-apartheid struggle inside South Africa and in the global economic environment in which South Africa re-entered the world stage as a legitimate actor. Recognizing the difference between planned reform at the policy level and the actual nature of educational change within the schools, the book sets educational reform in the contextual realities of South African education as they presently exist in order to understand the difficulties and ambiguities of change and transition and the overt aims and goals enshrined in policy documents and legislation. Five chapters focus on: (1) "Policy, Finance and Governance"; (2) "Over the Rainbow? Race, Language and Gender"; (3) "Qualifications, Curriculum and Assessment"; (4) "Life in Schools: The Culture of Learning and Teaching"; and (5) "Teacher Education and Teacher Identity." A conclusion discusses "No Instant Miracles: From Policy to Practice." (Contains 116 references.) (SM)

ED 453 174   SP 039 973

Henke, Robin R.; Zahn, Lisa
Attrition of New Teachers among Recent College Graduates: Comparing Occupational Stability among 1992-93 Graduates Who Taught and Those Who Worked in Other Occupations. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
PUB DATE- 01
NOTE- 68p.; Project officer C. Dennis Carroll.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Career Change; *Career Choice; Elementary Secondary Education; *Labor Turnover; Tables (Data); *Teacher Persistence; *Teaching (Occupation)

This study examined the occupational stability of bachelor's degree recipients during the first 4 years after receiving the degree, analyzing whether those who were teaching in 1994 were more or less likely than those in other occupations to leave the work force for work in different occupations in 1997. Data came from the Baccalaureate and Beyond Longitudinal Study, which surveyed bachelor's degree recipients in 1992-92, 1994, and 1997. Data analysis indicated that among graduates who were employed in 1994 and 1997, K-12 teachers (i.e., graduates who taught in 1994) were as likely as graduates who worked in other white collar, professional occupations to work in the same occupation category in 1997. Approximately four-fifths of graduates who taught in 1994 were also teaching in 1997, and similar proportions of graduates who worked in other occupations worked in their respective occupation categories in both 1994 and 1997. Graduates who worked in other occupation categories in 1994 were less likely than K-12 teachers to work in the same occupation category at both points in time. This occurred despite the fact that teachers were held to a higher standard. A glossary of terms and technical notes and methodology are appended. (Contains 24 references.) (SM)

ED 453 175   SP 039 974

Fuller, June Lade

Teacher Education; Secondary School Mathematics; *Student Teacher Supervisors; Student Teachers; Student Teaching; *Teacher Student Relationship; Teacher Supervision
IDENTIFIERS- Conversation; Zone of Proximal Development

This investigation explores a pedagogy for supervision through a case study of one prospective middle school mathematics teacher during her student teaching semester. Classroom observations by the university supervisor, teaching episode interviews between the supervisor and student teacher, and focused journal reflections by the student teacher were coordinated to challenge the student teacher's existing models of teaching. The emerging pedagogy of the teaching episodes, a central question of this study, was characterized by (a) the use of open-ended questioning that centered the student teacher in the process of sense making; (b) a shift away from the supervisor's direct, authoritative evaluations of the student teacher's practice; (c) the supervisor's teaching focus throughout supervision derived from the student teacher's classroom experiences; and (d) an effort to maintain sensitivity to the student teacher's zone of proximal development. The researchers found their approach to be coincident with the notion of "instructional conversation" advanced by Gallimore and Goldenberg (1992). The nature of the teaching episodes seemed to open the student teacher's zone of proximal development so that her practice of teaching could be mediated with the assistance of a more knowing other. (Contains 26 references.) (Author/SM)

ED 453 194 SP 039 995

Oranje, Andreas H.
Teacher Shortages, Teacher Job Satisfaction, and Professionalism: Teacher Assistants in Dutch Secondary Schools.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; High Schools; *Job Satisfaction; *Paraprofessional School Personnel; Secondary School Teachers; *Teacher Attendance; Teacher Attitudes; *Teacher Shortage; *Teaching Conditions
IDENTIFIERS- Netherlands

This 2-year study investigated how teaching assistants affected Dutch secondary school teachers, examining: the impact of teaching assistants on teachers' tasks, teachers' attitudes toward task relief, job satisfaction, and teacher absence. Teaching assistants were hired by 16 Dutch high schools to take over non-teaching, administrative tasks. Study participants were teachers in schools with teaching assistants and in control schools (which hired substitute teachers to reduce teacher tasks). Participants completed questionnaires on job satisfaction and task responsibility before and after the intervention, and researchers collected data on teacher absence. Some participants also completed focus groups and interviews. Results indicated that some teachers took advantage of the services of teaching assistants, and they subsequently reported task relief. However, most of the teachers found that the limited duration of the study did not allow them enough time to benefit from teaching assistants. They believed that they would have made substantial use of the assistants if the assistants had occupied permanent positions in the school. Despite the limitations, intervention group teachers were more able to focus on core teaching than were control group

Lyceums.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Classroom Environment; *Family Influence; Foreign Countries; High School Students; High Schools; Self Concept; Socioeconomic Status; Student Attitudes; Teacher Characteristics; *Teacher Expectations of Students; *Teacher Influence
IDENTIFIERS- *Cyprus

This study examined the influence of schools and teachers on students' attitudes and academic achievement, focusing on teacher characteristics in relation to student achievement. It also looked at three home environment factors (socioeconomic status, educational environment, and home climate) to see if students' family lives were an important influence on their success at school. A total of 700 high school students from 25 classrooms within five schools in Cyprus completed three surveys: the Classroom Culture Description Questionnaire, the Home Environment Description Questionnaire, and the Self-Concept and Aspirations Questionnaire. Data analysis indicated that students' attitudes toward their teachers, educational environments, and home environments varied significantly. Teachers' expectations of the students made a significant difference in students' academic achievement, self-concept, and aspirations. Teachers who were task-oriented were evaluated less favorably by students and produced lower levels of academic achievement. When students perceived their schools as effective, their achievement was higher. Socioeconomic status strongly affected students' academic achievement. (Contains 11 references.) (SM)

ED 453 215 SP 040 165

Al-Bataineh, Adel; Nur-Awaleh, Mohamed
Keeping Teaching Fresh.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; Elementary Secondary Education; *Faculty Development; Released Time; Substitute Teachers; *Teacher Burnout; *Teacher Collaboration; Teacher Improvement; Teachers; Teamwork

This paper discusses how experienced teachers can keep their teaching fresh. Though professional development can help teachers stay current with educational techniques and practices, it is often not prioritized. Instructional changes that can recharge teachers so they provide students with optimal learning include: providing regular teacher collaboration time; offering collaborative, social experiences and extensive discussions of issues supporting teachers' change efforts; and maintaining and strengthening teachers' professionalism. Historically, professional development has been considered an isolated experience, but to meet students' changing needs, it must occur daily. Regular professional development can create a sense of community that is essential can develop their ability to recognize, describe, analyze, and theorize learning, and it reports findings of three investigations into its use. The learning environment aims to exploit the possibilities of advanced technologies for learning to bring about improvements on a larger scale than has so far been brought about by direct intervention through teacher education. The first two studies each involved one teacher as she engaged with the GVC, and the third study focused on five undergraduate education majors. Sustained periods of learning by teacher education students and shorter intensive engagement with the GVC during practice teaching are reported. Findings of these three studies suggest that the GVC can provoke understanding and learning, and affirm the significance of taking biological approaches to educational research. Implications for research based e-learning system development and for teacher education and teacher education research are drawn. (Contains 47 references.) (SLD)

ED 453 234 TM 032 585

Polanco, Rodrigo; Calderon, Patricia; Delgado, Francisco
Effects of a Problem-Based Learning Program on Engineering Students' Academic Achievements, Skills Development and Attitudes in a Mexican University.
PUB DATE- 01
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; *Engineering; Foreign Countries; Higher Education; Longitudinal Studies; Physics; *Problem Based Learning; Skill Development; *Student Attitudes
IDENTIFIERS- Mexico

A 3-year follow-up evaluation was conducted of an experimental problem-based learning (PBL) integrated curriculum directed to students of the first 2 years of engineering. The PBL curriculum brought together the contents of physics, mathematics, and computer science courses in a single course in which students worked on real-life problems. In order to assess academic achievement, three data sources were used: pretest and posttest scores on physics tests for two samples of students, grade point average of all students enrolled in the curriculum, and students' grades in advanced engineering courses in comparison with the grades of students in the traditional courses. A second source of data came from studies that evaluated the acquisition of professional skills. Test scores on critical thinking skills, as well as self-evaluation and co-evaluation tests were used. The final set of data attempted to assess how the PBL curriculum affected students' attitudes toward mathematics, physics, computer science, and education in general. The PBL curriculum seemed to improve the academic achievements of these students, but student attitudes were very similar to those of students in the traditional courses in spite of their enhanced academic achievement. Additional studies are planned to investigate students attitudes toward the PBL course and continued academic achievement. (Contains 12 figures, 3 tables, and 31 references.) (SLD)

ED 453 235 TM 032 586

development and submitted to confirmatory factor analysis (CFA). Participants were 183 inservice teachers in Texas and Washington, DC, most of whom taught primary grades. The hypothesized three-factor structure was not supported by the CFA, but a two-factor correlated structure was retained, which consisted of the Efficacy in Student Engagement and Efficacy in Instructional Practices factors. The third factor, Efficacy in Classroom Management, was eliminated in the strongest two-factor model. Recommendations are made to: (1) further refine the OSTES by removing the third factor; (2) seek increased use of CFA methodology in teacher efficacy instrumentation and (3) foster stronger exploratory factor analytic strategies, particularly regarding factor retention. The instrument is attached. (Contains 2 tables, 5 figures, and 51 references.) (SLD)

ED 453 255   TM 032 792

Hansen, Joe B.; Schalock, Mark D.; McConney, Andrew; Rudd, Andy
Self Evaluation and Peer Observation of Early Career Teachers in a Standards-Based Context: Preliminary Results.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Beginning Teachers; Behavior Patterns; Elementary Education; *Observation; *Peer Evaluation; *Self Evaluation (Individuals); *Teacher Evaluation; Teaching Methods
IDENTIFIERS- *Oregon

This study examined the relationships between teachers' self-assessment and their ratings by master teachers on key dimensions of proficiency as defined by Oregon's Continuing Teaching Licensure (CTL) requirements, and it explored differences between teacher behaviors and practices as a function of their teacher preparation programs. It also examined the properties of the observation instrument used in the study for the purpose of improving that instrument for possible use as a teacher assessment tool for the CTL process. The observation form, A Profile of Teaching in a Standards-Based Classroom, contains an observation section and a teacher rating form. Twelve master teachers with experience in teaching in Oregon received training in the use of the form and then observed sixty-five first-year, kindergarten through grade 5 teachers. This preliminary study, although far from conclusive, provided a considerable amount of useful information for refining the observation guide. Results show that teacher preparation institutions do have an effect on specific observable teacher practices in a standards-based framework. Data also suggest that higher levels of continuing professional development can lead to observable differences in teacher practices. The limited results obtained so far show promise for developing observation tools that are sensitive to identifying differences in teachers' practices and their preparation. (Contains 6 figures and 9 tables.) (SLD)

ED 453 256   TM 032 793

Fenton, Ray
Anchorage Kindergarten Profile: Implementing the Alaska

provides hardware and software details about Conn ED. Six exhibits contain supplemental information, including the description of the BEST program given new teachers. (Author/SLD)

ED 453 274 TM 032 811

Pomplun, Mark
Cluster Analysis: A Method To Develop School Level Normative Score Profiles To Support School Improvement?
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cluster Analysis; *Educational Improvement; Elementary Secondary Education; Mathematics; *Norms; *Profiles; Reading; *Schools; *Scores

This study investigated cluster analysis as a method to identify common school score profiles. Scores from more than 100,000 students were used to create school level subscores in reading and mathematics. Four scores for constructing and extending meaning in fiction and nonfiction reading passages were analyzed in reading. Seven subscores were analyzed in mathematics. For reading, the resulting profiles grouped about 70% of the students into a consistently flat (high, average, or low) profile. For mathematics, the resulting profiles grouped only about 7% of the students into a consistently flat profile. Of the other profiles, six had one low or high score, seven had two low subscores, and one had three low scores. While the reading profiles later had clear instructional implications, the profiles from mathematics were less straightforward. More research should be done to validate the identified profiles and their usefulness in instruction. (Author/SLD)

ED 453 275 TM 032 812

Skaggs, Gary; Tessema, Aster
Item Disordinality with the Bookmark Standard Setting Procedure.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Difficulty Level; English (Second Language); *Language Tests; Sampling; Standards; Test Construction; *Test Items
IDENTIFIERS- Rasch Model; *Standard Setting

This paper presents an application of the bookmark procedure to a test comprised of increasing text difficulty levels. The Test of English Proficiency for Adults (TEPA) was used for this study. Three forms of the TEPA were field tested in 1999 with approximately 1,000 non-native English speaking students enrolled in English-as-a-Second-Language programs. Bookmarking was generally successful with this test, but item disordinality played a major role in discussions by the judges. Three possible explanations were considered. The findings suggest that some degree of item disordinality resulted from sampling error of the item parameters. Basing the item map on the three-interviews, resulting in three data files. The first is the Parent Interview, in which data were collected on a variety of topics involving parent participation in education, learning, and plans for children's postsecondary education. The second is the Youth Interview, in which children in grades 6 through 12 whose parents had completed an interview were asked about school and family environments, civic involvement and community service, and plans for postsecondary education. The final file is the Adult Education Interview, in which data were collected on participation in six types of adult educational activities. This manual provides documentation and guidance for users of the three public release files of the NHES:99: the Parent Interview File, the Youth Interview File, and the Adult Education file. Volume I contains information about the purpose of the study, the data collection instruments, the sample design, data collection, and data processing procedures, and a brief guide to the data files. A reference guide to NHES:99 variables in previous NCES data files is also provided. The chapters of this volume are: (1) "Introduction"; (2) "Description of Data Collection Instruments"; (3) "Sample Design and Implementation"; (4) "Data Collection Methods and Response Rates"; and (5) "Data Preparation." Appendixes contain the screeners for the interviews and a summary of weighting and sample variance estimation variables. (Contains 17 tables, 1 figure, and 26 references.) (SLD)

ED 453 296   TM 032 869

Nolin, Mary Jo; Montaquila, Jill; Lennon, Jean; Kleiner, Brian; Kim, Kwang; Chapman, Christopher; Chandler, Kathryn; Creighton, Sean; Bielick, Stacey
National Household Education Survey of 1999: Data File User's Manual, Volume II. Parent Interview Data File.
PUB DATE- 00
NOTE- 292p.; For Volumes I and III, see TM 032 868 and 870.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Aspiration; *Citizen Participation; Data Analysis; *Data Collection; Early Childhood Education; Elementary Secondary Education; Higher Education; *Parent Participation; Parents; Research Methodology; Response Rates (Questionnaires); Sample Size; Sampling; Telephone Surveys
IDENTIFIERS- Data Files; *National Household Education Survey; Random Digit Dialing; User Guides

The National Household Education Survey (NHES) is a telephone interview survey that has been conducted in the spring of 1991, 1993, 1995, 1996, and 1999. The 1999 NHES was a compilation of survey items from previous years that included three interviews, resulting in three data files. The first is the Parent Interview, in which data were collected on a variety of topics, including early childhood program participation, types and frequency of family involvement in children's schooling, school practice to support and involve families, learning activities with children outside of school, and plans for children's postsecondary education. This manual provides documentation and guidance for users of the public release data file for the Parent Interview. It contains a description of the data file and a discussion of data considerations and anomalies. Included, as five appendixes (Appendixes C through G of the complete manual), are the public file layout, the

DESCRIPTORS- Conflict Resolution; *Consciousness Raising; Critical Thinking; *Global Approach; High School Students; Mass Media; Middle School Students; Middle Schools; *National Security; *Peace; Poverty; Problem Solving; Secondary Education; *Social Studies; War; *World Affairs; World Problems
IDENTIFIERS- Peace Education

This multidisciplinary guide provides middle and high school teachers and students with inquiry-based tools to support their exploration of emerging local, national, international, and transboundary security issues. Students are introduced to critical thinking, problem solving, and peacemaking strategies that will help them better understand current and historical events and the connections between the two vantage points. The guide helps them learn to critically analyze the data and perspectives presented to them and draw their own conclusions. It aids them in developing a range of skills, including research, mapping, dialogue, debate, role playing, creative writing, and informed analysis. The guide follows a traditional social studies format in which students are encouraged to work independently and collaboratively to explore the complexities of security. Numerous case studies, based on actual international issues, are provided. There are more than 40 lessons presented in five chapters: (1) "Introduction to Conflict in Context"; (2) "Exploring the Basic Concepts"; (3) "Personal and Community Perspectives"; (4) "National Perspectives"; and (5) "International and Global Perspectives." Three appendixes present teacher background material, a glossary, and handouts. (SM)

ED 453 316   UD 034 186

Kreidler, William J.
Conflict Resolution in the Middle School: A Curriculum and Teacher's Guide.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 97
NOTE- 389p.; Also supported by the Lippincott Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; *Anger; *Conflict Resolution; Cultural Awareness; Diversity (Student); Early Adolescents; *Interpersonal Competence; *Middle School Students; Middle Schools; Peer Mediation; Peer Relationship; *Problem Solving; Social Bias; Student Behavior
IDENTIFIERS- Active Listening; Peace Education

This curriculum is based on the peaceable classroom model, which emphasizes cooperation, communication, appreciation of diversity, the healthy expression of feelings, responsible decision-making, and conflict resolution. This guide presents over 150 activities and tools to help middle school students learn to effectively handle the conflict that goes along with this developmental stage. It teaches students active listening, perspective taking, negotiation, and mediation skills. Based on the unique needs of middle school students and their teachers, the activities are cooperatively structured and presented for three levels (grades 6, 7, and 8). Through discussion, role playing, and journal writing, students broaden their definition of conflict, discover how conflicts escalate, explore connections between diversity and conflict, and learn how to de-escalate conflicts. Suggestions for infusing these activities

Latino Workforce," includes: (12) "Occupational Health among Latino Workers in the Urban Setting" (Rafael Moure-Eraso and George Friedman-Jimenez) and (13) "Health and Occupational Risks of Latinos Living in Rural America" (Kathryn Azevedo and Hilda Ochoa Bogue). Part 5, "Alcohol, Tobacco, and Other Drug Use among Latinos," includes: (14) "Alcohol Use and Alcohol-Related Problems among Latinos in the United States" (Raul Caetano and Frank Hector Galvan); (15) "Tobacco Use among Latinos" (Gerardo Marin); and (16) "Latino Drug Use: Scope, Risk Factors, and Reduction Strategies" (Andres G. Gil and William A. Vega). Part 6, "A New Health Agenda," offers (17) "Latino Health Policy: A Look To the Future" (Marilyn Aguirre-Molina, Angelo Falcon, and Carlos W. Molina). (Papers contain references.) (SM)

ED 453 335   UD 034 210

Good, Thomas L.; Braden, Jennifer S.
The Great School Debate: Choice, Vouchers, and Charters.
PUB DATE- 00
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Charter Schools; Educational Change; Educational Legislation; *Educational Quality; *Educational Vouchers; Elementary Secondary Education; Public Schools; *School Choice; Special Education; Urban Education

This book examines reform in American education over the past 50 years, analyzing why contemporary voucher plans and charter schools have yet to fulfill the expectations of their advocates. The book discusses: a historical perspective, insight into student achievement, voucher plans and charter schools, and policy recommendations. The eight chapters are: (1) "American Education: How Good Is It and Who Should Control It?" (2) "Crisis in Public Education: Past and Present"; (3) "Student Performance in American Schools: An Empirical Report Card"; (4) "The Emergence of School Vouchers and Choice in American Schools"; (5) "In the 1990s, Government Created Charter Schools"; (6) "Charter Schools: Effective Instrument or Wasteful Experiment"; (7) "Charter Schools: Some of the Best and Worst in American Education?" and (8) "Dealing with Complexity and Uncertainty: Moving Schooling Forward." An epilogue presents "Presidential Election 2000 and Beyond." (SM)

ED 453 336   UD 034 211

Lahr-Vivaz, Elena, Ed.
New Teachers for a New Century: Recommendations from a National Invitational Conference (Racine, Wisconsin, November 17-19, 1999).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 29p.; Theme issue. Conference cosponsored by the Johnson Foundation and the Laboratory for Student Success, Temple University Center for Research in Human Development and Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Beginning Teacher Induction; Diversity (Student); Educational Policy; *Educational Quality; Educational Research;

Elementary Secondary Education; Higher Education; Inservice Teacher Education; Minority Groups; Poverty; Preservice Teacher Education; *Teacher Certification; *Teacher Effectiveness; Teacher Recruitment; Teachers; Teaching Methods; Unions; Urban Education

IDENTIFIERS- Teach for America

This collection of papers includes: "New Teachers for a New Century: Recommendations from a National Invitational Conference" (Margaret C. Wang and Herbert J. Walberg); "Teacher Quality, Teacher Effectiveness: Basing Education Policy on the Facts" (Arthur E. Wise); "Accreditation Reform and the Preparation of Teachers for a New Century" (Frank B. Murray); "The Union's Role in Ensuring Teacher Quality" (Sandra Feldman); "A Commitment to Quality: NEA's Efforts To Improve Teaching in America" (Bob Chase); "Teaching Perspectives of Exemplary Teachers" (Edna M.J. Littlewood); "The Teachers We Need and How To Get More of Them: A Manifesto" (Chester E. Finn, Jr. and Marci Kanstoroom); "Regulation Versus Markets: The Case for Greater Flexibility in the Market for Public School Teachers" (Michael Podgursky); "Ten Years of Teach For America: Our Record and Learning" (Wendy Kopp); "Generic Aspects of Effective Teaching" (Jere Brophy); "Promising New Instructional Practices" (Phyllis Blumenfeld, Joseph S. Krajcik, Ronald W. Marx, and Elliot Soloway); "Getting To Highest-Priority Outcomes: Designing Urban Preparation Programs for all Teacher Candidates" (Victoria Chou and Mary Bay); and "Quality Teachers Through Regional Collaboration" (Diana Wyllie Rigden). (SM)

ED 453 337 UD 034 212

Ryan, James

Race and Ethnicity in Multi-Ethnic Schools: A Critical Case Study. The Language and Education Library 15.

SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE- 99

NOTE- 218p.; Published by Multilegal Matters, Ltd.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Research/Technical (143)

DESCRIPTORS- *Cultural Differences; *Cultural Pluralism; Culturally Relevant Education; Curriculum Development; *Diversity (Student); Elementary Secondary Education; Equal Education; *Ethnic Stereotypes; *Ethnicity; Language Minorities; Multicultural Education; Racial Bias; *Racial Differences

This book explores the representation of race and ethnicity in a multiethnic school. Using a critical case study approach, it appeals to the wider social context to explain the unequal struggle over the meaning of race and ethnicity in the school. In doing so, it examines how stereotyping, curriculum, identity, and language practices provide advantages for some and penalize others. The book also provides suggestions for how educators can introduce discourses that make it possible for traditionally marginalized students and community members to have their voices heard and to shape meanings that work in their interests. The nine chapters are: (1) "Representing Race/Ethnicity in a Multi-Ethnic School"; (2) "Education, Diversity and Representation"; (3) "Representation, Meaning and Discourse"; (4) "Difference, Race and Racism"; (5) "Stereotypical Representations"; (6) "Representations of Race/Ethnicity in Curriculum Resources"; (7) "Representing

Oneself: Student Communities and Student Identity"; (8) "Valuing Languages"; and (9) "Struggling for Discursive Equality: Contesting Discourses and Finding Voices." (SM) (Contains 242 references.) (SM)

ED 453 338   UD 034 213

Jackson, Tony
Equal Access to Education: A Peace Imperative for Burundi.
SPONS. AGENCY- Swedish International Development Authority (SIDA).
PUB DATE- 00
NOTE- 46p.; Report commissioned by the Nordic Africa Institute, Sweden.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Donors; Dropout Rate; Educational Finance; Educational Policy; Elementary Secondary Education; *Equal Education; Ethnic Bias; Foreign Countries; Government Role; Higher Education; Language of Instruction; *Politics of Education; Private Financial Support; Refugees; Sex Bias; Teacher Salaries; Teaching Conditions; War
IDENTIFIERS- *Burundi

This report examines the status of Burundi's formal education system, focusing on elementary and secondary schooling. It addresses the issues of access to education and quality of education as well as the role of the state and donors in funding the system. It explains how the protracted civil war in Burundi has paralyzed the education system, which was already failing before the conflict began. The report finds that the majority of children in Burundi receive no formal education; boys have a better chance than girls of going through both primary and secondary school. Educational achievement is further complicated by the fact that in grades 1-4, children are taught in their native Kirundi, but by grades 5 and 6, all instruction is in French. This report focuses on: "Burundi"; "The Effects of the Conflict"; "Primary Education" (access to primary education, dropout and repetition rates, the language of instruction, changing goals of primary education, curriculum and school management, and non-formal education); "Secondary Education" (access to secondary education, community colleges, and lycees and technical schools); "University Education"; "The Teachers"; "Access to Education" (unequal access, gender and education, education for Twa minority students, and education in refugee camps); "Paying for Education" (government contributions, parent contributions, cost-effectiveness, and international donors); "Infrastructure"; "Ministry Policies to Improve Education"; and "Conclusions and Recommendations." (Contains 27 bibliographic references.) (SM)

ED 453 339   UD 034 214

McInerney, Dennis M., Ed.; Van Etten, Shawn, Ed.
Research on Sociocultural Influences on Motivation and Learning, Volume 1.
PUB DATE- 01
NOTE- 385p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010).Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Adolescents; American Indians; Child Rearing; College Students; Critical Thinking; *Cultural Influences; *Culturally Relevant Education; Curriculum; Diversity (Student); Educational Research; Elementary Secondary

Education; Fathers; Foreign Countries; Higher Education; Mathematics Achievement; Mothers; Play; Preservice Teacher Education; Public Schools; Racial Differences; Reading Instruction; Second Language Learning; Service Learning; *Sociocultural Patterns; *Student Motivation; Teaching Methods; Writing Skills
IDENTIFIERS- Brazil; Canada; China; Germany; Japan; Norway; Singapore; United Arab Emirates

This collection of papers explores sociocultural influences on motivation and learning across a broad range of settings and content areas. There are 16 papers in five sections. "Introduction" includes: (1) "Modern Education Needs Cross-Cultural Psychology" (Harry Triandis). Part 1, "The Motivation Context," includes: (2) "Beyond Dichotomous Characterizations of Student Learning: New Directions in Achievement Motivation Research" (Janine Bempechat and Beth A. Boulay); (3) "A Comparison of Motivational and Critical Thinking Orientations Across Ethnic Groups" (Tim Urdan and Carol Giancarlo); and (4) "The Contexts of Individual Motivational Change" (Judith MacCallum). Part 2, "The Learning Context," features: (5) "Social Representations of School Failure in Brazilian Public Schools: A Framework for Understanding and Change" (Elizabeth Gama and Denise Meyreles de Jesus); (6) "The Impact of Sociocultural Context on Future Goals and Self-Regulation" (Stephanie Brickman and Raymond Miller); and (7) "Uncovering Sociocultural Influences Leads to a Call for Personalized Learning" (Glenn Fay). Part 3, "The Family Context," includes: (8) "Perceived Parenting Success of Mothers in Japan" (Robert Strom, Shirley Strom, and Paris Strom); (9) "Fathers' Role in the School Success of Adolescents: A Singapore Study" (Ong Ai Choo and Esther Tan); and (10) "Correlates of Achievement in the United Arab Emirates: A Sociocultural Study" (Maher M. Abu-Hilal). Part 4, "The Curriculum Context," features: (11) "Engaged Reading: A Multi-Level Approach to Considering Sociocultural Factors with Diverse Learners" (Robert Rueda, Laurie Macgillivray, Lilia Monzo, and Angela Arzubiaga); (12) "Adolescent Second Language Writers in China: A Sociocultural Analysis" (Kerri-Lee Krause and Dan O'Brien); (13) "Achievement in Mathematics and Language Arts: A Comparative Study of Canadian and German Preservice Teachers' Beliefs" (Erika Kuendiger, David Kellenberger, and Siegbert Schmidt); (14) "Native American Influence on Curriculum and Instruction" (Scott Sparks); (15) "Sociocultural Context and Service Learning Inside and Outside of the University Classroom" (Valerie McKay); and (16) "Play and Learning in School: A Motivational Approach" (Ole Fredrik Lillemyr). (Papers contain references.) (SM)

ED 453 340 UD 034 215

Aos, Steve; Phipps, Polly; Barnoski, Robert; Lieb, Roxanne
The Comparative Costs and Benefits of Programs To Reduce Crime. Version 4.0.
PUB DATE- 01
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; *Cost Effectiveness; *Crime Prevention; Delinquency; Early Childhood Education; Early Intervention; *Program Effectiveness; Program Evaluation; Young Children; Youth Programs
IDENTIFIERS- *Juvenile Crime; *Risk Reduction; Washington

This report describes the economics of programs working to reduce crime in Washington State. For a variety of approaches, from prevention programs designed for young children to correctional interventions for juvenile and adult offenders, it systematically analyzes North American research studies from the past 25 years. For this review, the research literature is divided into four broad topic areas: early childhood programs, middle childhood and adolescent (non-juvenile offender) programs, and adult offender programs. It determines whether program benefits, as measured by the value to taxpayers and crime victims from a program's expected effect on crime, are likely to outweigh costs. This procedure allows direct comparisons of the economics of different types of programs designed for widely varying age groups. Overall, research on what works and what does not has been developed, and, after considering the comparative economics of these options, this information can help improve public resource allocation. These estimates can aid decision makers in directing scarce public resources toward economically successful programs and away from unsuccessful ones, thereby producing net overall gains to taxpayers. This report highlights the Washington State Institute for Public Policy's cost-benefit findings as of May 2001, concluding that: some good and some bad investment options exist, programs that can achieve even relatively small reductions in crime can be cost-beneficial, programs should be evaluated, and a portfolio approach is recommended. (SM)

ED 453 341 UD 034 216

Ethnic and Race Relations in Austin, Texas. Policy Research Project Report, Number 137.
SPONS. AGENCY- Lyndon Baines Johnson Foundation, Austin, TX.
PUB DATE- 01
NOTE- 75p.; Project directed by Richard L. Schott. Project also funded by the City of Austin, Texas.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advocacy; Civil Liberties; Civil Rights; Community Organizations; Ethnic Groups; Local Government; Local Issues; *Minority Groups; Public Opinion; Public Policy; *Racial Discrimination; Racial Integration; *Racial Relations; *Racial Segregation
IDENTIFIERS- Interethnic Communication; *Texas (Austin); Tolerance

This report, conducted by faculty and students in the Lyndon B. Johnson School of Public Affairs at the University of Texas, describes a survey on and interviews regarding ethnic and race relations among Austin, Texas residents and community leaders. Its six chapters include (1) "Introduction" (the research approach); (2) "Ethnic Minorities and the City of Austin: A Retrospective View" (segregation policies, desegregation efforts in the post Brown era, and the "gentlemen's agreement"); (3) "Ethnic Group Relations, Tolerance, and Discrimination" (perceptions of racial and ethnic relations in Austin, perceptions of interethnic tension, ethnic tolerance, and patterns of discrimination); (4) "Ethnic Community Views of the City of Austin and Its Services"; (5) "Current Reconciliation Efforts in Austin" (the Austin Human Rights Commission, the Council for Community Reconciliation, the Citizen's Review Board, the Citizen's Policy Academy, and the religious community); and (6) "Conclusions and Recommendations" (a context for ethnic relations, major findings, and recommendations). Overall, race relations remain seriously problematic in Austin. Discrimination continues, with African

Americans most likely to experience discrimination. Most Austin residents consider themselves tolerant. Most are satisfied with services provided by the City of Austin except for the Austin Police Department. African American respondents believe that all ethnic groups do not receive equal treatment from the city. Most respondents favor creation of a Citizen's Review Board. (SM)

ED 453 342 UD 034 217

Lanier, Kirsten Olson
The Teaching Philosophy of bell hooks: The Classroom as a Site for Passionate Interrogation.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; Educational Philosophy; Higher Education; Intellectual Freedom; Self Actualization; Student Participation; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *hooks (bell); Liberatory Learning; *Radical Education; Student Engagement; Teacher Engagement; Transformative Education

This paper discusses bell hooks' book of 15 short essays, "Teaching To Transgress: Education as the Practice of Freedom," which gathers hooks's central beliefs about the political purposes of higher education. The paper describes hooks' own lack of models for the kind of classroom she wished to create as a young teacher and her initial experimentation with and student resistance to that which was untraditional. The book explores the specific nature of her engaged (transformatory/liberatory/radical) pedagogy and its particular demands upon instructors and students. It suggests the joys of learning in such a freed environment. Three components of hooks' educational philosophy are (1) education as resistance (teaching and learning as revolutionary acts); (2) engaged pedagogy (which sees classrooms as arenas for exploration and mutual participation and which requires knowledge of individual students, different cultural ways of knowing, and self-actualization); and (3) learning as joy and ecstatic transformation. Weaknesses in hooks' educational philosophy include not specifying important issues (e.g., seldom offering detailed examples of such things as classroom exchanges or curricular choices) and never specifically stating what she feels students who have partaken of engaged pedagogy will be able to do that traditionally trained students cannot. (SM)

ED 453 343 UD 034 218

Moe, Terry M.
Schools, Vouchers, and the American Public.
PUB DATE- 01
NOTE- 452p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Vouchers; Elementary Secondary Education; Politics of Education; Private Schools; Public Opinion; Public Schools; *School Choice; Surveys

This book looks at the school voucher movement and its likely consequences for American education in future years. Based on an extensive, nationally representative survey, it explains that Americans are quite sympathetic to public education and are afraid to do anything that would harm public schools. Despite this, many surveyed also tend to think private schools are better and are quite open to the idea of educational vouchers. Survey findings indicate that the strongest support for vouchers comes from people who are socially less advantaged, members of minority groups, and residents of low-performing school districts. There are 10 chapters in two parts. Part 1, "Background," includes: (1) "The Politics of Vouchers"; (2) "Satisfaction with the Public Schools"; (3) "Why So Much Satisfaction?"; (4) "Explaining Satisfaction"; and (5) "The Attraction of Private Schools." Part 2, "Public Opinion on Vouchers," looks at: (6) "Who Knows about Vouchers?"; (7) "Support for Vouchers"; (8) "The Consequences of a Voucher System"; (9) "Regulating a Voucher System"; and (10) "Public Opinion, Politics, and the Future." Two appendixes explain the study and expand on why public opinion about public schools is high. (SM)

ED 453 344   UD 034 219

Humes, Karen; McKinnon, Jesse
The Asian and Pacific Islander Population in the United States: Population Characteristics, March 1999. Current Population Reports.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; *Asian Americans; Educational Attainment; Family Characteristics; Family Income; Family Size; Geographic Distribution; Immigrants; Marital Status; Pacific Americans; *Pacific Islanders; Population Distribution; Poverty; *Socioeconomic Status; Unemployment
IDENTIFIERS- Bureau of the Census

This report presents data on demographic, social, and economic characteristics of Asian and Pacific Islanders in the United States. The U.S. Census Bureau collected this information in the March 1999 supplement to the Current Population Survey. Topics include: geographic distribution (most Asians and Pacific Islanders live in the West in metropolitan areas); age distribution (this population is young); marital status (young adult Asians and Pacific Islanders are more likely to have never married than are non-Hispanic Whites); family type and family size (most families are maintained by married couples, and families tend to be larger than non-Hispanic white families); educational attainment (among people over age 24 years, this group is more likely than non-Hispanic Whites to have earned a college degree and to have less than a ninth grade education); labor force participation, unemployment, and occupation (men are more likely than women to participate in the labor force, and Asian and Pacific Islanders are concentrated in managerial and professional specialty occupations); family income (while one-third have incomes of $75,000 or more, one-fifth have incomes of less than $25,000); and poverty status (Asians and Pacific Islanders are more likely to be poor than are non-Hispanic Whites). (SM)

ED 453 345   UD 034 220

Grieco, Elizabeth M.; Cassidy, Rachel C.
Overview of Race and Hispanic Origin: Census 2000 Brief.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; *Ethnicity; *Hispanic Americans; Multiracial Persons; Pacific Americans; *Racial Identification; Tables (Data); Whites
IDENTIFIERS- Bureau of the Census; Census 2000

This report describes race and Hispanic origin in the United States and discusses their distributions at the national level. It is based on the Census 2000 Redistricting Summary File. Census 1990 questions on race and Hispanic origin were changed for Census 2000, because the federal government considers race and Hispanic origin to be two separate, distinct concepts. Census 2000 used established federal guidelines to collect and present data on race and Hispanic origin. In 2000, 281.4 million people resided in the United States, and 35.3 million were Latino. The race data collected by Census 2000 includes seven categories: White, African American, American Indian and Alaska Native, Asian, Native Hawaiian and other Pacific Islander, some other race alone, and more than one race. The overwhelming majority of the U.S. population reported only one race. Only 2.4 percent reported two or more races. The Office of Management and Budget identified four combinations of two races for civil rights monitoring and enforcement. This report discusses Census 2000 results for the seven population categories. Overall, 9 out of 10 Hispanics reported White alone or some other race alone. (SM)

ED 453 346 UD 034 221

Mendel, Richard A.
Less Cost, More Safety: Guiding Lights for Reform in Juvenile Justice.
SPONS. AGENCY- Ford Foundation, New York, NY.; General Electric Foundation, Ossining, NY.; Grant (W.T.) Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; George Gund Foundation, Cleveland, OH.; James G. Irvine Foundation, San Francisco, CA.; Walter S. Johnson Foundation, Menlo Park, CA.; Kellogg Foundation, Battle Creek, MI.; McKnight Foundation, Minneapolis, MN.; Mott (C.S.) Foundation, Flint, MI.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 01
NOTE- 73p.; Also funded by the NEC Foundation of America.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Behavior Disorders; Career Development; Correctional Education; *Delinquency; Delinquent Rehabilitation; *Juvenile Justice; Program Evaluation; *Youth Problems
IDENTIFIERS- *Incarcerated Youth; Risk Reduction

This report focuses on the critical needs and problems facing juvenile justice efforts nationwide, highlighting eight significant challenges: (1) reducing overreliance on incarceration for non-dangerous youthful offenders; (2) developing a continuum of community-based sanctions and interventions for delinquent but non-dangerous youth; (3)

employing research-proven program strategies to reduce delinquency; (4) identifying and intervening intensively with youth at extreme risk for chronic delinquency; (5) providing comprehensive support to youth with behavioral disturbances; (6) ensuring quality treatment and youth development services for incarcerated youth; (7) providing quality education and career development services to help youth outgrow delinquency and assume productive roles in society; and (8) reducing inappropriate detention for youth awaiting trial or pending placement. For each challenge, the report highlights one or more existing programs, policies, or initiatives that show how the challenge can be met successfully at the state and local levels. It notes that such programs not only produce far better outcomes than are commonplace in current juvenile justice systems nationwide, but they also yield vast savings for taxpayers. (Contains 64 endnotes.) (SM)

ED 453 347   UD 034 222

Raphael, Jacqueline; McKay, Shannon
Analysis of the Education Flexibility Partnership Demonstration Program State Reports. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; *Educational Change; Elementary Secondary Education; Federal Government; *Federal Programs; *Federal State Relationship; Reports; State Government; State Programs; States Powers
IDENTIFIERS- *Ed Flex Program; *Waivers

This report analyzes information from 12 Educational Flexibility Partnership Demonstration (EFD) program state reports submitted to the U.S. Department of Education in spring 2000. The EFD program helps schools and districts implement educational reforms and raise student achievement by providing increased flexibility in implementing federal education programs. Twelve state educational agencies (SEAs) were delegated the authority to waive certain federal education requirements that could impede local or state efforts to improve education. The reports summarize 1999 waiver activity (number and type of federal waivers granted to districts or schools and disposition of waiver requests). They include achievement data and other information for waivers that were in place for 2 or more years. This analysis includes information from states' original applications for waiver authority and phone calls to SEA officials. In 1999, more waivers were granted to districts and schools by EFD SEAs than were granted from 1994-2000 to districts and schools in non-Ed-Flex states by the Secretary of Education. The reports do not provide adequate information to describe the effects of waivers on education reform and student achievement. Some questions about the increased accountability demanded of districts and schools receiving waivers remain unanswered. (SM)

ED 453 348   UD 034 224

Newsom, M. Cookie; Wimer, Jeffrey; Ridenour, Carolyn; Kinnucan-Welsh, Kathryn
Different Races, Different Stories: The Juxtaposition of Researcher Reflexivity and Race.
PUB DATE- 01

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Data Interpretation; Elementary Education; *Experimenter Characteristics; Higher Education; *Racial Bias; *Racial Factors; Teacher Attitudes; Urban Schools

This paper explores the influence of researcher race on data analysis and interpretation, sharing four racially diverse researchers' experiences and struggles as they examined the same set of empirical data. The researchers were part of a larger project at the University of Dayton, the Schools Effects Study, which investigated the urban schools from which students exited or entered as a result of a privately-funded scholarship program. Data were collected through systemic observations of mathematics and reading lessons in 3rd and 4th grade classrooms. Researchers recorded the race and gender of each student and teacher during the observation and noted the number and level of questions asked by teachers and the students they called on to answer questions. This determined how often African American and white students were called on and the level of questions they asked. Following the joint observations, the researchers discussed the experience. Differences in their racial backgrounds significantly influenced their reactions to and interpretations of the data collected, with responses ranging from the belief that teachers demonstrated a biased view toward inner city families to the belief that teachers understood the struggles of inner city families. (Contains 22 references.) (SM)

ED 453 349 UD 034 225

Newsom, M. Cookie; Ridenour, Carolyn; Kinnucan-Welsh, Kathryn
"Is the Tape Off?" African American Respondents' Spontaneous Discussions of Race and Racism When the Researcher Is Also African American.
PUB DATE- 01
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Black Students; *Black Teachers; *Data Interpretation; Elementary Education; Experimenter Characteristics; *Racial Bias; *Racial Factors; Research Methodology; Teacher Attitudes; Urban Schools
IDENTIFIERS- *African Americans; Critical Race Theory

This study explored the dynamic of race within the research process when researchers and respondents were African American, looking at critical race theory. It was part of a larger study on the cultures of inner city schools at the beginning of a privately funded scholarship program. Researchers were both African American and white. This paper presents one African American researcher's experiences with African American teachers and administrators who waited until formal data collection ended, and the tape recorder was off, before speaking frankly about racial issues. Their comments about race and racism focused on: conditions that African American children lived in and the impact on student achievement and the inability of white teachers to effectively teach African American students. African American teachers viewed themselves as cultural mediators and believed there were not enough African American teachers on staff. No African American teachers mentioned racial issues during their formal interviews, and no white researchers experienced any such spontaneous discussions about race. The paper discusses how truths constructed from such data might differ based on researcher race, noting how research will shape education if only partial truths are available to all researchers and how racial context influences data interpretation. (Contains 25 references.)(SM)

ED 453 350   UD 034 226

Wakefield, William D.; Hudley, Cynthia
African American Male Adolescents' Hostile Responses to Perceived Racial Discrimination.
PUB DATE- 01
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Audiences; *Black Students; *Hostility; Locus of Control; *Males; *Racial Discrimination; Secondary Education; *Self Control; Urban Schools
IDENTIFIERS- *African Americans; Impression Management

This study examined the hostile responses of adolescent African American males to acts of racial discrimination as a function of audience presence, noting attributions of personal control. Participants were 250 male African American students in grades 9-12 in an urban multiethnic high school who completed the Discrimination Response Index (DRI). The DRI measured three types of responses to acts of discrimination (passive, active, and hostile) in one particular situation (at a shopping mall) with three audience conditions (when the target was alone, with his best friend, and with a romantic friend). The DRI consisted of three hypothetical scenarios involving acts of racial discrimination against African Americans shopping at stores in a mall. In each story, a security guard accused a young African American male of stealing something. Participants also completed the Revised Causal Dimension Scale, which assessed dimensions of stability, locus, personal control, and external control. Data analysis indicated that audience condition and perceived personal control related to respondents' interpretation of racial discrimination and issues of self-presentation and impression management. In situations where someone was present, low perceived control participants were more likely than those with high perceived control to endorse hostile responses. (Contains 84 references.) (SM)

ED 453 351   UD 034 227

Dupree, Allen; Primus, Wendell
Declining Share of Children Lived with Single Mothers in the Late 1990s: Substantial Differences by Race and Income.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Children; *Family Structure; Hispanic Americans; Low Income Groups; *Nuclear Family; *One Parent Family; *Parents; Racial Differences; Whites

Between 1995-2000, the proportion of children under age 18 years living with single mothers declined significantly, while the proportion of children living with two married parents (including stepparents) remained essentially unchanged. Both of these statistics are significantly different from the period a decade earlier. In both time periods, there was a small increase in the proportion of children living with cohabiting mothers, and the share of children living with single fathers increased slightly. Among low income children, the proportion of children living with two married parents declined, and the percentage of children living with single mothers increased, from 1985-90. There were substantial differences across racial and ethnic groups. In the late 1990s, the proportion of African-American children living with two married parents or cohabiting mothers increased substantially, while the proportion of those living with single mothers decreased. The proportion of Hispanic children living with single mothers fell significantly from 1995-00, while the proportion of white children living with married parents remained unchanged and the proportion of white children living with single mothers declined slightly. In current living situations, 78.2 percent of White children live with two married parents, compared to 66.2 percent of Hispanic and 38.9 percent of African-American children. (SM)

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EC308508	ED452662
EC308509	ED452663
EC308510	ED452664
EC308511	ED452665
EC308512	ED452666
EC308513	ED452667
EC308514	ED452668
EC308515	ED452669
EC308516	ED452670
EC308517	ED452671
EC308518	ED452672
EC308519	ED452673

EF - Eric Facility

EF005896	ED452674
EF005897	ED452675
EF005898	ED452676
EF005899	ED452677
EF005900	ED452678
EF005901	ED452679
EF005903	ED452680
EF005906	ED452681
EF005907	ED452682//
EF005908	ED452683
EF005909	ED452684
EF005910	ED452685
EF005911	ED452686
EF005915	ED452687
EF005916	ED452688
EF005919	ED452689

FL - Language and Linguistics

FL026577	ED452690
FL026628	ED452691
FL026629	ED452692
FL026646	ED452693
FL026647	ED452694
FL026648	ED452695
FL026649	ED452696
FL026650	ED452697
FL026670	ED452698

FL026671	ED452699//
FL026672	ED452700
FL026673	ED452701
FL026674	ED452702
FL026675	ED452703
FL026676	ED452704
FL026677	ED452705
FL026678	ED452706
FL026679	ED452707
FL026680	ED452708
FL026682	ED452709
FL026683	ED452710//
FL026684	ED452711
FL026685	ED452712
FL026686	ED452713
FL026687	ED452714
FL026688	ED452715
FL026689	ED452716
FL026690	ED452717
FL026691	ED452718
FL026692	ED452719
FL026693	ED452720
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FL026695	ED452722
FL026696	ED452723//
FL026697	ED452724
FL026698	ED452725
FL026699	ED452726
FL026700	ED452727
FL026701	ED452728//
FL026702	ED452729
FL026703	ED452730
FL026704	ED452731
FL026705	ED452732
FL026706	ED452733
FL026707	ED452734
FL026708	ED452735
FL026709	ED452736
FL026710	ED452737
FL026711	ED452738
FL026713	ED452739
FL801436	ED452740
FL801439	ED452741
FL801441	ED452742

HE - Higher Education

HE033957	ED452743//
HE033958	ED452744//
HE033959	ED452745
HE033961	ED452746//
HE033962	ED452747
HE033963	ED452748
HE033964	ED452749
HE033965	ED452750
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HE033967	ED452752
HE033968	ED452753
HE033969	ED452754
HE033970	ED452755
HE033971	ED452756
HE033972	ED452757
HE033973	ED452758//
HE033974	ED452759

HE033975	ED452760
HE033976	ED452761
HE033977	ED452762
HE033978	ED452763
HE033979	ED452764
HE033981	ED452765
HE033983	ED452766
HE033984	ED452767
HE033985	ED452768
HE033987	ED452769
HE033988	ED452770
HE033989	ED452771
HE033991	ED452772
HE033992	ED452773
HE033993	ED452774
HE033994	ED452775
HE033995	ED452776
HE033996	ED452777
HE033997	ED452778
HE033998	ED452779
HE033999	ED452780
HE034000	ED452781
HE034002	ED452782
HE034003	ED452783
HE034004	ED452784
HE034005	ED452785
HE034006	ED452786
HE034007	ED452787
HE034008	ED452788
HE034009	ED452789
HE034011	ED452790
HE034012	ED452791
HE034013	ED452792
HE034014	ED452793
HE034015	ED452794
HE034016	ED452795

IR - Information and Technology

IR020604	ED452796
IR020605	ED452797
IR020606	ED452798
IR020607	ED452799
IR020608	ED452800
IR020609	ED452801
IR020610	ED452802
IR020611	ED452803
IR020612	ED452804
IR020613	ED452805
IR020614	ED452806
IR020615	ED452807
IR020616	ED452808
IR020617	ED452809
IR020618	ED452810
IR020619	ED452811
IR020620	ED452812
IR020621	ED452813
IR020622	ED452814
IR020623	ED452815
IR020650	ED452816//
IR020654	ED452817
IR020655	ED452818
IR020656	ED452819
IR020657	ED452820

IR020658	ED452821
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IR020661	ED452824
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IR020663	ED452826
IR020666	ED452827
IR020668	ED452828
IR020669	ED452829
IR020670	ED452830
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IR020672	ED452832
IR020673	ED452833
IR020674	ED452834
IR020675	ED452835
IR020676	ED452836
IR020677	ED452837
IR020678	ED452838
IR020679	ED452839
IR020682	ED452840
IR020683	ED452841
IR020684	ED452842
IR020685	ED452843
IR020686	ED452844
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IR020688	ED452846
IR020689	ED452847
IR020690	ED452848
IR020691	ED452849
IR058109	ED452850
IR058110	ED452851
IR058111	ED452852
IR058112	ED452853
IR058113	ED452854
IR058114	ED452855
IR058115	ED452856
IR058116	ED452857
IR058117	ED452858
IR058118	ED452859
IR058119	ED452860
IR058120	ED452861
IR058121	ED452862
IR058122	ED452863
IR058123	ED452864
IR058124	ED452865
IR058125	ED452866
IR058126	ED452867
IR058127	ED452868
IR058128	ED452869
IR058129	ED452870
IR058130	ED452871
IR058131	ED452872
IR058132	ED452873
IR058133	ED452874
IR058134	ED452875
IR058135	ED452876
IR058136	ED452877
IR058137	ED452878
IR058138	ED452879
IR058139	ED452880
IR058140	ED452881
IR058141	ED452882
IR058169	ED452883

JC - Community Colleges

JC010312	ED452884
JC010313	ED452885
JC010314	ED452886
JC010315	ED452887
JC010316	ED452888
JC010317	ED452889
JC010333	ED452890
JC010334	ED452891
JC010335	ED452892
JC010337	ED452893//
JC010338	ED452894
JC010339	ED452895
JC010340	ED452896
JC010341	ED452897
JC010342	ED452898
JC010343	ED452899
JC010344	ED452900
JC010345	ED452901
JC010346	ED452902
JC010347	ED452903
JC010348	ED452904
JC010349	ED452905
JC010350	ED452906
JC010353	ED452907
JC010354	ED452908
JC010355	ED452909
JC010356	ED452910
JC010358	ED452911
JC010359	ED452912
JC010360	ED452913
JC010361	ED452914
JC010363	ED452915
JC010364	ED452916
JC010365	ED452917
JC010366	ED452918
JC010367	ED452919
JC010368	ED452920
JC010369	ED452921
JC010370	ED452922
JC010371	ED452923
JC010372	ED452924
JC010373	ED452925
JC010374	ED452926
JC010375	ED452927
JC010376	ED452928
JC010377	ED452929
JC010378	ED452930
JC010379	ED452931
JC010380	ED452932
JC010381	ED452933
JC010382	ED452934
JC010384	ED452935
JC010385	ED452936
JC010386	ED452937
JC010387	ED452938
JC010388	ED452939
JC010390	ED452940
JC010391	ED452941

PS - Elementary and Early Childhood Education

PS028873	ED452942//

PS028874	ED452943//
PS028875	ED452944//
PS028876	ED452945//
PS028944	ED452946//
PS028978	ED452947//
PS029183	ED452948//
PS029319	ED452949
PS029356	ED452950
PS029400	ED452951
PS029435	ED452952
PS029436	ED452953
PS029437	ED452954
PS029438	ED452955
PS029439	ED452956
PS029440	ED452957
PS029441	ED452958
PS029442	ED452959
PS029443	ED452960
PS029444	ED452961
PS029445	ED452962
PS029446	ED452963
PS029447	ED452964
PS029448	ED452965
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PS029450	ED452967
PS029451	ED452968
PS029452	ED452969
PS029453	ED452970
PS029454	ED452971
PS029455	ED452972
PS029456	ED452973
PS029457	ED452974
PS029458	ED452975
PS029459	ED452976
PS029460	ED452977
PS029462	ED452978
PS029469	ED452979
PS029470	ED452980
PS029471	ED452981
PS029472	ED452982
PS029479	ED452983
PS029480	ED452984
PS029481	ED452985
PS029482	ED452986
PS029483	ED452987
PS029484	ED452988
PS029485	ED452989//
PS029493	ED452990
PS029495	ED452991
PS029496	ED452992
PS029497	ED452993
PS029502	ED452994
PS029504	ED452995
PS029507	ED452996
PS029508	ED452997
PS029509	ED452998
PS029510	ED452999
PS029511	ED453000
PS029512	ED453001
PS029513	ED453002
PS029514	ED453003
PS029517	ED453004
PS029519	ED453005

RC - Rural Education and Small Schools

RC022086	ED453006
RC022638	ED453007
RC022639	ED453008
RC022749	ED453009
RC022800	ED453010
RC022838	ED453011
RC022843	ED453012
RC022891	ED453013
RC022895	ED453014
RC022914	ED453015
RC022958	ED453016
RC022959	ED453017
RC022965	ED453018
RC022966	ED453019
RC022967	ED453020
RC022968	ED453021
RC022969	ED453022
RC022970	ED453023
RC022971	ED453024
RC022972	ED453025
RC022973	ED453026
RC022974	ED453027
RC022975	ED453028
RC022976	ED453029
RC022977	ED453030
RC022978	ED453031
RC022979	ED453032
RC022980	ED453033
RC022981	ED453034
RC022982	ED453035
RC022983	ED453036
RC022984	ED453037
RC022985	ED453038
RC022986	ED453039
RC022987	ED453040
RC022991	ED453041
RC022998	ED453042//
RC022999	ED453043
RC023003	ED453044
RC023004	ED453045
RC023005	ED453046
RC023006	ED453047
RC023008	ED453048//

SE - Science, Mathematics, and Environmental Education

SE063855	ED453049
SE063912	ED453050
SE063913	ED453051
SE064013	ED453052
SE064187	ED453053
SE064394	ED453054
SE064491	ED453055
SE064578	ED453056
SE064593	ED453057
SE064597	ED453058
SE064603	ED453059
SE064626	ED453060
SE064649	ED453061
SE064688	ED453062
SE064689	ED453063
SE064716	ED453064

SE064718	ED453065
SE064719	ED453066
SE064723	ED453067
SE064725	ED453068
SE064727	ED453069
SE064730	ED453070
SE064731	ED453071
SE064732	ED453072
SE064733	ED453073
SE064734	ED453074
SE064749	ED453075
SE064750	ED453076
SE064751	ED453077
SE064756	ED453078
SE064757	ED453079
SE064766	ED453080
SE064773	ED453081
SE064774	ED453082
SE064932	ED453083
SE064941	ED453084
SE064946	ED453085
SE065116	ED453086

SO - Social Studies/Social Science Education

SO030908	ED453087//
SO031380	ED453088
SO032048	ED453089
SO032112	ED453090
SO032113	ED453091
SO032445	ED453092
SO032530	ED453093
SO032567	ED453094
SO032568	ED453095
SO032582	ED453096
SO032583	ED453097
SO032634	ED453098
SO032635	ED453099
SO032671	ED453100
SO032684	ED453101
SO032693	ED453102
SO032726	ED453103
SO032728	ED453104
SO032730	ED453105
SO032737	ED453106
SO032739	ED453107
SO032740	ED453108
SO032748	ED453109
SO032749	ED453110
SO032750	ED453111
SO032752	ED453112
SO032754	ED453113
SO032755	ED453114
SO032756	ED453115
SO032757	ED453116
SO032759	ED453117
SO032760	ED453118//

SO - Social Studies/Social Science Education (continue)

SO032761	ED453119
SO032763	ED453120
SO032764	ED453121
SO032765	ED453122
SO032766	ED453123